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ABSTRACT

Three papers focusing upon the beliefs and issues confronting professionals concerned with consumer and homemaking education programs are presented. The first paper "Consumer and Homemaking Education Today" (R. Hughes), examines the questions of content and audience from a curriculum development view. The status of programs using evidence of program effectiveness from existing data is discussed. Suggesting research needed and possible approaches for studies, the paper concludes with implications for programs, funding allocations, and legislation. The second paper, "Assessment of Consumer and Homemaking Education" (A. Cross), discusses criteria for determining the effectiveness of curriculum in consumer and homemaking education. Two major criteria are suggested: meeting needs of the various groups targeted by legislation and the competencies essential for the homemaker. Types of studies needed when evaluating a program are suggested. The paper concludes with a rationale for consumer and homemaking education as a part of vocational education. The third paper, "Legislation for Consumer and Homemaking Education: Social Implication" (E. Simpson), examines the role of consumer and homemaking education in the Education Amendments of 1966, and selected characteristics of the American family and relevant social issues having implication for home economics and for related legislation. The purposes of home economics and the role of such programs in vocational and general education are also presented. The paper concludes with a discussion of future alternatives. (JH)

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THE PLANNING PAPERS
ON
CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

April, 1979

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FOREWORD

It is the intention of the Vocational Education Study Project to publish papers, accounts of inquiries, and results of selected research projects emerging from its work. These publications will be in addition to the Interim and Final reports which the Education Amendments of 1976 (P.L. 94-482) require the National Institute of Education to transmit to the President and the Congress on its study and evaluation of vocation education programs.

These publications will have been judged to contain information viewpoints of utility to a wide range of legislators, officials, administrators, and practitioners concerned with vocational education policies and programs and their implementation and consequences. To the extent that they do, in fact, prove useful, they may serve to repay in small part the large debt owed by the Study Project to the vocational education community for its sympathetic understanding of the purposes and substance of the inquiry and for the assistance its members have given the National Institute of Education in facilitating its conduct.

Henry David
Study Project Director

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PREFACE

This collection of papers focuses upon the beliefs and issues confronting professionals concerned with consumer and homemaking education programs. Like their companion volume, The Planning Papers for the Vocational Education Study, these papers were commissioned by the National Institute of Education to provide knowledge pertinent to the review and evaluation of consumer and homemaking education which the National Institute of Education is charged with conducting as part of the large-scale Study of vocational education that the Education Amendments of 1976 (Title V, Section 523(b)) direct it to undertake.

In preparing the Plan, the Vocational Education Study staff sought advice from a variety of organizations and individuals. The three papers in this volume not only offer advice on the issues the Vocational Education Study should investigate but also present rich information on consumer and homemaking education from leaders in the field. The papers were initially intended to assist the National Institute of Education in developing "A Plan for the Study of Vocational Education," which was transmitted to the Congress December 30, 1977, but it quickly became apparent that they met a need for current information about the status and character of consumer and homemaking education.

The papers provide an analysis of consumer and homemaking education programs as perceived by the individual authors. They treat consumer and homemaking education programs and their relationship to home economics and vocational education; the bases for curriculum development; the research on program effectiveness; the criteria for determining effectiveness; and future directions for the field. As a result, they throw light on many questions that have been debated, including the following:

> Are consumer and homemaking education programs up to date? Are such programs responsive to the needs of young men and women? How does one identify an obsolete program?
>
> What are the short-term and long-term indicators of effectiveness? What are the outcomes and consequences of present consumer and homemaking programs?
>
> How do consumer and homemaking programs relate to vocational education? What are the implications of this relationship for future programming in consumer and homemaking education?

In the first of these papers, Ruth Hughes examines the questions of content and audience from a curriculum development view, using an adaptation of Ralph Tyler's model. She discusses the status of programs using evidence of program effectiveness from existing data. Suggesting research needed and possible approaches for studies, the paper concludes with implications for programs, funding allocations, and legislation.

Criteria for determining the effectiveness of curricula in consumer and homemaking education are discussed by Aleene Cross. The two major criteria suggested are meeting needs of the various groups targeted by the legislation and the competencies essential for the homemaker thought to be most essential in terms of current socio-economic conditions. Cross suggests the types of studies needed when evaluating a program. The paper concludes with a rationale for consumer and homemaking education as a part of vocational education.

The paper by Elizabeth Simpson expresses a belief in the power of home economics to respond to both content and changing family conditions and needs, and to educate individuals for their family roles and responsibilities. Simpson examines the role of consumer and homemaking education in the Education Amendments of 1966, and selected characteristics of the American family and relevant social issues having implication for home economics and for related legislation. The purposes of home economics and the role of such programs in vocational and general education are presented. The paper concludes with a discussion of future alternatives.

The staff of the Vocational Education Study wishes to acknowledge Diane Fassett and Gladys Vaughn who also prepared commissioned papers used in the preparation of the Study Plan. The views expressed in the papers are those of the authors and do not represent the opinions of either the Vocational Education Study staff or the National Institute of Education.

Marion E. Minot
Vocational Education
Study
August 1, 1978

CONTENTS

Page

Foreword iii
Preface v

I. CONSUMER AND HOMEMAKING EDUCATION TODAY: AN ANALYSIS

Ruth P. Hughes 1

II. ASSESSMENT OF CONSUMER AND HOMEMAKING EDUCATION:

Aleene A. Cross 113

III. LEGISLATION FOR CONSUMER AND HOMEMAKING EDUCATION: SOCIAL IMPLICATIONS

Elizabeth Jane Simpson 163

CONSUMER AND HOMEMAKING
EDUCATION TODAY:
AN ANALYSIS

Ruth P. Hughes

PREFACE

The examination of a field of study may be prompted by major changes in the content of the field, perception of increasing (or decreasing) need for the content itself, external forces which affect the field, or some combination of these and other factors. Two illustrations of factors which have prompted re-evaluation are the impact of space exporation on science and mathematics studies and the consequences of a declining enrollment in foreign languages. Another illustration is the effect on selected fields of compensatory education programs for disadvantaged learners, recently evaluated under Congressional mandate.

Some may argue that mandates are not needed since the various fields or program areas are expected to be responsible for their own review. Whatever the merits of that argument, a legislative mandate leaves no choice, but it also provides an incentive to initiate evaluation and obtain the resources to carry it out.

The present analysis is a very small part of an effort to respond to the directive of the Congress that the National Institute of Education undertake a study and evaluation of consumer and homemaking education. In preparation for formal program review and studies, input was

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sought to answer basic questions about content, audience, and policy.

As the title implies, consumer and homemaking education is for all people who are or will be homemakers. Yet no field of study can be "all things to all people." The mission, if you will, of consumer and homemaking education should be derived from responses to the basic questions.

The questions of content and audience are looked at from a curriculum development standpoint, using an adaptation of Tyler's model. The model accommodates questions about both content and learners, and provides a basis for responding to the questions: Who are the learners? What are their needs? Which learners and which needs appear to be of highest priority?

In order to determine the status of programs, evidence of effectiveness of programs or program components was sought from existing data. Because the data were sparse and because they did not include a variety of designs for policy decisions, suggestions for kinds of data and for studies themselves are included.

Among the data reported, especially on program effectiveness, the writer relied on fairly readily available data from Iowa. These are presented as illustrative of similar data available in other states, and the writer urges that they be viewed in that context.

Consumer and homemaking programs are also studied in terms of the issues affecting them. That dimension, plus references to enrollment patterns, comprises the first section. The paper concludes with a delineation of policy implications of the various presentations.

INTRODUCTION

Consumer and homemaking secondary programs as they are found today range from the traditional comprehensive classes where students study the several subject areas of home economics to family life training for young adults in an alternative school where its flexible classes and counseling services provide a route to high school credit and a career opportunity. Such program diversity is a consequence of the derivations of consumer and homemaking education and of the forces affecting it today.

CONSUMER AND HOMEMAKING EDUCATION IN CONTEXT

The consumer and homemaking program has its roots in three distinct movements: the rise of home economics as a field of study beginning in the mid 19th century; legislation in support of vocational education, beginning with Smith-Hughes; and the rise and fall of a variety of fads and trends in education generally.

The stability and the validity of vocational home economics exists because its subject matter stems from a field which has long had academic respectability; that is, the colleges of home economics at the various public and private colleges and universities. The problems of vocational home economics arise in part because its place in vocational education is continually challenged and in part because it is vulnerable to the vagaries and caprices of educational planners. Some among us attribute the latter to its being a field dominated by women and subject to the attendant discrimination. Others attribute it to failure among those responsible for leadership to have delineated dimensions of the field appropriate to non-professionals. Whatever the reasons, any study of issues affecting consumer and homemaking education today must include references to the impact of home economics, of trends in education, and of vocational education specifically.

Issues Affecting Vocational Home Economics

Separation of home economics in the public schools into that which is general home economics and that which is vocational consumer and homemaking is traditional but perhaps not desirable. Criteria which make a consumer and homemaking program vocationally supportable are criteria by which to judge any home economics offering. Whether the various state departments of vocational education elect to support all secondary programs in their state is not as important as that they serve all programs. Permitting operation of poorly developed programs by teachers who do not meet vocational criteria weakens secondary home economics programs. The vocational programs are closely monitored, as is appropriate; the general programs may be served either routinely or only on a request basis.

One reason for the separation has been splintering of program personnel at the state and national levels. Another facet is the philosophy of the local school district. Some prefer greater local autonomy and do not want the supervision which attends a vocational program. In other instances the local district may prefer not to commit resources necessary for an approved program.

Because home economics is an applied area it is subject to encroachment by other content areas. In the secondary programs, health education, business education, social studies, biology, and to a lesser extent art are closely related to content in home economics and it is easy for the integrity of home economics to be compromised. For example, topics like the welfare system, public housing, and issues surrounding national fiscal policy are in the social studies curriculum. Aspects appropriate to home economics are selection of housing for families and individuals, spending patterns at different income levels including welfare recipients, and the effect of different kinds of tax returns on one's personal budgeting system. In other instances the line is not clear and some kind of team approach is appropriate. But there are differences, and confusion may exist because priorities for home economics are not consistent across schools and may not be known. In other words, course content is not well enough in place. The problem cannot be overemphasized, particularly since the reasons why it is presently so acute is the lack of sufficient program leadership.

Another reason for the problems in home economics is that as people begin to realize the importance of the family and the importance of the development of individuals either singly or as parts of families, the subject matter of home economics is "discovered" as relevant for today. Program planners recognize that this information ought to be available to all students, but they fail to suggest that whatever the course is--nutrition, family life, consumer education--it **should be** taught by the home economics teachers (or by a team headed by the home economics teacher) and made available to all students.

The incursion is an issue because some persons advance the argument that everyone does not take home economics and therefore home economics is not an appropriate place for a required course. The argument makes no sense. Whether it is the biology teacher or the home economics teacher or the business teacher, if content appropriate to all students is in those areas then those teachers should be responsible for it. Again, many administrators do not understand the dimensions of home economics, a situation for which we as home economists must assume some responsibility.

The women's movement generally, Title IX of the Education Amendments of 1972 (P.L. 92-318), and the mandates of Title II of the 1976 legislation (P.L. 94-482) for elimination of sex stereotyping may not be a serious issue for consumer and homemaking but it is sensitive. The issues are at least three: the role of the consumer and homemaking teacher in the women's movement; the effects of sex discrimination rulings on enrollments, particularly secondary; and the effects of the more recent legislation mandating reduction of sex stereotyping in vocational education.

There is no inconsistency between home economics and the women's movement. In fact, both had their genesis at about the same time and for the same reasons (Hilton, 1972) yet some see the women's movement as threatening to home economics. As Hilton suggests, the problem arises because some interpret home economics too narrowly and thus feel threatened by pressures for financial independence, for control of functions of one's own body, and for a greater political and social awareness. Nor does the problem lie in dimensions of home economics as proposed by its founders (Bivens et al., 1975) but rather in a narrowing of the field in the 50's and 60's. The founders never intended that home economics would be limited to planning the furnishings for a single family dwelling in a rural community inhabited by a father, a mother and two children. For reasons not clear at the moment, this is an image begun in the 50's and continued into the 60's. Those who envision home economics as concerned with procurement of goods and services for individuals and families, as helping to improve the quality of life for people, and as working with people to make the best use of resources available are completely in sympathy with the goals of the women's movement (Bivens et al., 1975). But it would be dangerous not to recognize the problems caused to and by those with the narrower view.

Implementation of mandates against sex discrimination appears to cause no serious problems except the logistical ones resulting from fluctuation in enrollment. The fluctuation results from a mandate or, rarely, some form of quota system which prevents a course from being offered unless a particular percentage of males (in a traditionally female course) or females (in a traditionally male course) are enrolled. One hopes that in time single sex classes will be permitted where justified and that efforts will be used to obtain enrollment of both sexes in those classes and programs clearly designed to serve both. It may be that if enough home economics is taught to both sexes in the junior high there will not be the need for single sex classes in senior high!

Just such a grouping was offered by Farquhar and Mohlman and is illustrative of trends in other programs. The modules or units are foods (including nutrition), fabrics, basic repairs around the home, money management, personal relations, and care of living things (Farquhar and Mohlman, 1973, p. 519). That four of the six are home economics content is illustrative of the importance of the learning for youth. A further point of the authors is that the previously sex-segregated classes at grade seven or eight may have served to "introduce this official sex-role assigning into the curriculum just when the students are at the age of nascent puberty" (Farquhar and Mohlman, 1973, p. 517).

Concern for families below the poverty level, care of young children of mothers who must work outside the home, and low pay in occupations traditionally occupied by women and a general concern with the quality of life are items of public concern which affect home economics generally although they are by no means exclusively the problem of home economics. In any consideration of the consumer and homemaking program, aspects of those public problems should be addressed and, as appropriate, made a part of the curriculum. A few such data are presented in Part II as bases for curriclar decisions.

Home Economics in Today's Schools

Enrollment data which are completely valid and reliable are not available for home economics, for consumer and homemaking, or for any other vocational area. Enrollment data for consumer and homemaking, specifically, may be even less reliable than **data for** the occupational areas, given the problem of duplication of count. **This problem may or may not be offset by** failure to report the many home economics students in classes which do not receive vocational reimbursement. The problem is exacerbated in figures for adult education **in which** reporting is exceedingly difficult and complicated by what is and what is not reimburs**able.** It appears that the best one can do is encourage a better reporting system in the future but, for the present, use the data as they are presented.

In terms of number of students **served and in terms of the percentage of the** total, enrollment in consumer and homemaking classes in the secondary schools has increased. Since the total numbers enrolled are fairly large, the percent of increase from one year to another is not marked. (See Table 1.)

Enrollments show that there has been a steady increase in the number of male students served in home economics class**es. The more telling data will be those** of the current and succeeding years, as yet not available, but enrollment figures for males in secondary programs in Iowa

Table 1

Vocational Home Economics National Enrollment Data[1]

Consumer and Homemaking	FY 1969	FY 1971	FY 1973	FY 1975
TOTAL	2,334,302	2,932,382	3,164,292	3,283,857
Secondary	1,629,808	1,805,417	N/A	2,562,306
Adult	667,767	589,391	N/A	695,581
Post-Secondary	2,671	26,707	N/A	25,970
Total males	105,930	197,503	248,636	926,241

[1] U.S. Office of Education

in 1968 and 1975 show the extent of change. In 1968, of a total of 20,403 students in secondary consumer and homemaking, 254 or slightly over 1% were male. In 1975, the percentage of males increased to 17%. In the 1976-77 school year, males comprised 23% of the enrollment (Grabe, Note 1).

In Iowa, there are no consumer and homemaking programs for the students in the area vocational schools and community colleges, whose preparatory programs serve students largely in grades 13 and 14. Adult education programs in home economics are heavily enrolled, representing about 40% of the total consumer and homemaking enrollment in Iowa in 1975-76. (See Table 2.) Adult programs are usually for short periods of time, and although the numbers represent program offerings to many people, they are not directly comparable to the full-time secondary offerings.

Enrollment in the consumer and homemaking programs by home economics subject may also need interpretation. For example in one state, Iowa, the number[1] in consumer education at the secondary level appears low. Yet consumer education is emphasized in all courses and is frequently an integral part of family living, comprehensive and "other" classes.

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[1] As reported in the State of Iowa Annual Report for 1976, secondary students in consumer education numbered 444. The total enrollment in consumer and homemaking was 84,042.

Table 2

Vocational Home Economics Enrollment Data, Iowa[1]

Consumer and Homemaking	FY 1965	FY 1970	FY 1971	FY 1973	FY 1975	FY 1976
TOTAL	18,102	32,710	39,691	41,086	69,236	84,042
Secondary	N/A	25,617	27,956	32,266	44,976	47,132
Adult	N/A	7,093	11,735	8,820	24,260	36,910
Post-Secondary	N/A	0	0	0	0	0
Total males	N/A	N/A	N/A	N/A	10,265[2]	13,094[2]

[1] State of Iowa Annual Reports for Career Education, Fiscal Years 1965, 1970, 1971, 1973, 1975, 1976

[2] most secondary

Similarly, parent education, management of the home, and preparation for combining the occupation of homemaker and wage-earner may be included far more often than one can discern from traditional reports.

The presence of special needs students in home economics classes suggests another kind of information needed in assessing programs. A project at Iowa State University (Kohlmann, 1977) dealt with instructional strategies and used enrollment data only in verifying the need and establishing the sample. A more definitive study of special needs students in home economics programs for the State of Minnesota was a 1976 survey by Whiteford. In her sample, of the females in secondary home economics programs, 8.7% were special needs students; of the males, 14.5% were special needs students. Needs identified most frequently in the programs were reading problems, slow learning, mathematics problems, and behavior problems among males in junior high school programs (Whiteford, 1976, p. 19).

Overall, enrollment data currently available show a consistent increase in overall enrollment in consumer and homemaking programs, an increase in males especially at the secondary level, large numbers of adults served, and small numbers in post-secondary programs. Data from the respective states which show enrollment by subject area may not represent content in critical areas because of the titles used. Enrollment of target groups such as **those with special needs have program** implications but, again, one needs to know more than numbers for program decisions.

Determining Curriculum

Consumer and homemaking education as it is today can be described in terms of issues which affect the various curricula and in terms of enrollment. Although **these topics set a pattern or a stage, they alone** do not provide a valid basis for determining curriculum. That is to say, in some instances they describe the situation and conditions which exist but provide neither logical nor empirical bases for decisions. The step between bases for decisions and data on which to make those decisions is the justification for selection of bases themselves.

In the realm of curriculum theory and practice lie answers to the question: On what bases will the curriculum be decided? Eisner and Vallance in their book Conflicting Conceptions of Curriculum (1974) present discussions of five common orientations. One, development of cognitive processes, emphasizes the development of intellectual skills with particular attention to how children learn. Another process approach is the technological, with more emphasis on the system than the person in it. Based on the most systematic of approaches, it is commonly used in occupational preparation courses. The self-actualization approach is similar to what many refer to as the humanistic, with emphasis on the individual and his or her needs for growth and fulfillment.

Of considerable interest in vocational education would be the fourth, which Eisner and Vallance (1974) call social reconstruction-relevance, with its emphasis on education of the larger society. In that this approach takes particular note of the social issues of the day, it is appropriate for consumer and homemaking education. In fact, some among the group would expect students in such curricula to be able to perform as change agents in the society generally. The academic rationalists, or traditionalists, emphasize the established disciplines. Their approach is almost antithetical to vocational education.

Obviously, none of those is completely appropriate for approaching a consumer and homemaking program, yet all have elements which should be addressed: the process by which students learn, the society in which the program is offered, some system for organizing the materials, recognition of the traditions of a culture, and attention to the individual. A more eclectic approach is that of Tyler (1949). In part or in total, his model, as adapted to time and circumstance, has been used for curricular decisions at various stages by those responsible both for curriculum in vocational education and for national curricular efforts.

Tyler's (1949) model emphasizes identification of appropriate objectives, structure of learning opportunities by which students can attain those objectives, and evaluation of student achievement. However, the portion of the Tyler model appropriate to this discussion is that having to do with the basis on which the primary objectives are derived.

First in Tyler's model are studies of the learners themselves. As Tyler says, "The study of the learners themselves would seek to identify needed changes in behavior patterns of the students . . ." (Tyler, 1949, p. 6). Another way of looking at needs of learners is to think about what the given learners ought to know and what they in fact do know. The basis for the objective then becomes the gap between where they are and where they ought to be. Studies which identify needs of learners in consumer and homemaking programs can provide an empirical base for such judgments.

Tyler's (1949) original model used, second, the term "studies of contemporary life outside the school." A more pertinent term might be "studies of society" and that adaptation is made in this paper. **Data from studies of families today; employment patterns; and government policies affecting welfare reform, day care, and care of the elderly are appropriate in aiding understanding of society today. Much of this data is also appropriate in determining the relevance of dimensions of the consumer homemaking program--perhaps of the total program.**

Recommendations of subject matter specialists are rarely questioned as a basis for curricular decisions. This, Tyler's (1949) third dimension, points specifically to needs in areas of home economics which are pertinent in identification of competencies which the consumer and homemaking program might be expected to help students develop.

The three components - learners, society, and subject matter - form bases for curricular decisions. The three will be discussed later with specific reference to curricular decisions in consumer and homemaking programs.

Summary

The context in which consumer and homemaking education exists accounts for the major controversies which surround the program. The genesis of the controversies is the origin of vocational home economics: from the field of home economics, from its status as one of the vocational education areas, and from the issues and pressures which surround all of education today. For a variety of reasons, people in high positions do not understand the depth and breadth of home economics and as a consequence permit other subject areas to usurp its content and its students. The issues in consumer and homemaking education are complicated by the women's movement, by Title IX, and by mandates for reduction of sex stereotyping in education.

In the long run consumer and homemaking programs should prosper; nevertheless, there are short run concerns.

Enrollment in consumer and homemaking programs is at an acceptable level for females but includes far too few male students. Consumer and homemaking programs serve large numbers of disadvantaged and handicapped and the limited enrollment data available suggest that this **practice is appropriate and probably should be** supported further.

In order to assess present day consumer and homemaking curricula, one needs a theoretical base upon which to make judgments. The portion of Tyler's (1949) model which suggests bases for identification of objectives is suggested. Included are studies of learners, societal conditions and recommendations of subject matter specialists.

BASES FOR CURRICULAR DECISIONS

Needs of learners, conditions in society, and recommendations of subject matter specialists are valid bases for curricular decisions in vocational home economics as well as in other educational areas. However, **selection of bases depends** upon the educational philosophy of the school and state in which the program is located.

In an earlier review of research in home economics education, Nelson (1970) reported relevant research through 1968. She noted that needs of learners **were an** interest of researchers and reported studies justifying the need for money management and other aspects of the homemaker role. At that time there appeared also to be a need for a more broadly based program of preparation for the homemaking role.

The following studies do not duplicate Nelson's (1970) review. They represent instead the kinds of data available from studies which, although not directed to the consumer and homemaking programs, have implications for their content.

Studies of Learners

Among studies of learners, none are more revealing than those on nutrition. For example, in spite of the general availability of adequate diet, studies indicate that nutritional needs of many people are not met. One group of particular concern is adolescent girls, especially if pregnant. In reporting a study of the association of dietary and obstetrical factors, Seiler and Fox said that the nutritional status and dietary habits of adolescent girls were usually considered suboptimal and such conditions could influence the outcome of pregnancy (Seiler and Fox, 1973, p. 189).

In addition to nutritional status and obstretical performance, Seiler and Fox (1973) considered nutrition knowledge, **emotional adjustment, and personality** traits. Their subjects were 30 pregnant teenagers 16 years of age or under and a control group of 32 girls aged 14 to 16 years.

Of relevance to this review is the relationship found between selected personality factors and diet. Valuing health in selection of food, psychological adjustment, desire to maintain a desirable weight, and nutrition knowledge were associated with dietary status of both groups (Seiler and Fox, 1973).

Johnson and Nitzke (1975) conducted another study to determine the relationship of diet to nutrition knowledge and other factors. Nutrient intakes of a selected group of low income homemakers were evaluated and environmental factors that might affect diet adequacy were identified. Subjects were women in the Expanded Food and Nutrition Education Program (EFNEP) in Wisconsin, 66 program assistants and 169 homemakers.

Diets of the women were good for some nutrients but poor for others; diets of the program assistants tended to be better. Given that the program assistants' knowledge and experience is greater than that of the homemakers, one could infer that information makes a difference. With respect to environmental variables, those of significance for educational programs were the superiority of rural over urban diets (possibly because of gardens) and a need for educational assistance by those interested in weight reduction (Johnson and Nitzke, 1975).

A recent research project in the North Central region focused on sociological factors affecting food behavior of individuals or families in the participating states (NC 146, Note 2). Since educational programs had resulted in an increase in knowledge but often failed to improve eating behavior, the researchers sought to identify effective approaches based on the personal and social factors identified as important.

One researcher developed a theoretical model for food behavior from a social psychological framework. From the model she identified variables of importance for intervention programs. The three variables were ignorance, inability because of situational and economic reasons, and unwillingness due to personal reasons. The last is of considerable interest because the researcher found that "husbands may adversely affect the home food situation thus making it difficult for wives to use nutrition knowledge in influencing food behavior of themselves and family members" (Yetley, 1974, pp. 262-263).

Another research project which developed and tested a computer-assisted nutrition education unit found that the unit was well-liked and increased nutrition knowledge but brought about little change in food intake. The junior high school students in the study reported that they assembled their own meals at home from the foods available. The researchers noted that the education of the children should be supplemented with education on the role of food purchaser. In another state, researchers worked with children in an elementary school experience type of learning as a joint effort of elementary teachers and school food service personnel. In that study, children increased consumption of unfamiliar foods (NC 146, Note 2).

Other findings were similar in that although changes occurred, they were limited and did not provide general directions for nutrition education of all age groups. On the other hand, findings from the regional study, from the popular EFNEP programs, and from those concerned with teenage girls indicate that nutrition education should continue. Within the programs educators need to attend not only to the technical content, but to environmental and personal factors affecting food intake decisions.

Inferences concerning content in the area of management may be made from studies of young adults whether married or single. The two reported here address management problems, one of single young women and the other of young married women. Steidl's data were reported in 1975 but gathered in 1967, as were Christmann's. The latter's sample was in Iowa, but statewide; the former's, interviewed in person, was of necessity in and around Ithaca, New York. Thus, both have limitations but are considered useful because of the conceptualizations on which the data collections were based.

Several studies in the mid-sixties identified problems of young women in the years following their graduation from high school. Following a review of those, Christmann (1967) designed a study to find problems of single girls in Iowa who entered the work world following their graduation from high school. In addition to identifying the problems, she looked at place of residence and semesters enrolled in home economics.

Data were collected in a two-stage procedure in which an initial questionnaire was sent to obtain personal data; respondents meeting the criteria for the study received a second questionnaire. Of the 738 girls to whom questionnaires were mailed in the first stage, usable data were obtained from 491 by the end of the second stage.

The young women who responded indicated problems which they had in obtaining and keeping their jobs as well as in their life at home as related to work. The employment problems stated were as follows: difficulty in finding desirable employment in their home towns, finding a good paying job, and deciding on the type of work (Christmann, 1967, p. 62). Other kinds of problems included money management, food management, acceptance by family members of the newly acquired work role, finding suitable living arrangements (for those who were not living with parents), finding the right roommate and sharing housekeeping duties with her, interpersonal relationships on and off the job, and problems related to lack of nutritional knowledge. With regard to the relationship between problems and courses in home economics, those who had had the greater number of semesters of home economics had less difficulty in food preparation and in purchase and care of clothing.

(It should be noted that items to which the young women responded were not of a sensitive nature; that is, the items dealt with straightforward management of work and home roles and did not delve into love relationships, drugs, or physical safety.)

Christmann believed that the study had implications for curriculum building in home economics, and suggested the integration of money management and other managerial principles in all areas of home economics. She proposed the use of weight control, social adjustment, and clothing selection as motivating factors to help create interest in the study of nutrition. An evaluation of the present curriculum to determine the extent of emphasis being placed on food preparation and clothing courses at the expense of other educational needs was a further suggestion, as well as the inclusion in occupational preparation programs of a unit on adjustment to the world of work (Christmann, 1967, pp. 64-65).

In her study of young married homemakers, Steidl postulated that, although the heavy physical tasks of homemaking have declined over the years, there is need to look at non-physical aspects of work. This is consistent with the idea that the problem does not lie in knowing how to do a particular task of homemaking; rather, the problem lies in getting a series of tasks accomplished. As Steidl notes, "the effect of accomplishment of household work frees the homemaker for choice in her use of time and effort" (Steidl, 1975, p. 224) and thus the study concentrates on such management aspects as attention, judgment, and planning in relation to the complexity of the tasks of homemaking.

Steidl's (1975) sample was composed of 208 homemakers ranging in age from 18 to 30. Nearly half were employed; of those employed nearly half had 1 or 2 children. Data were collected in interviews averaging about an hour and a half in length. Among the conditions which made homemaking tasks complicated for the respondents were inadequate time, lack of planning or organizing, amount of work in the task, unexpected conditions, and finding ways to fit tasks together.

The study of what homemakers perceived as making homemaking tasks complicated and the relation of those to other factors led Steidl to suggest that "if persons wished to improve control of task performance then they need to learn more about timing and organizing, more about making judgments of quantity and quality, how to go about tasks, and the consequences of their decisions" (Steidl, 1975, p. 240). She then goes on to note that directions for educational programs are implicit in her findings.

Steidl (1975) and Christmann (1967) addressed management generally, rather than with reference to any one particular area. Management of financial resources is probably given priority in existing consumer and homemaking programs because financial problems are recognized as a common source of stress among individuals and families and **are therefore seen as important.**

Williams and others (1976) reported financial problems of urban families in two industrial areas designated as poverty tracts by the Bureau of the Census. Although the study **was confined** to areas in Indiana and Ohio, the study was part of an interregional agriculture experiment station project, "factors affecting patterns of living of disadvantaged families." Investigators looked at problems which families of varying income levels had and related those problems to perceived adequacy of income and stage of the family life cycle. Data reported suggest that a somewhat different approach to financial management might be appropriate. The authors noted **that:**

> . . . in management, items of perceived importance because of their consequences are probably taken care

> of before others and perhaps not experienced as actual problems as much as others . . . the most urgent and necessary obligations are paid first, with an attempt to satisfy items of lesser consequence next, frequently after money has run out . . . in other words, a person may only consider those areas to be financial problems for which he has trouble finding money.
>
> . . . Saving occurred as a problem most frequently, followed by things that children wanted, new clothing, money for medical expenses, meeting large bills, enough food until payday . . . (Williams et al., 1976, p. 196).

Implications of data like these presented by Williams and others (1976) suggest that managerial concepts such as seeking alternatives and looking at consequences may well be applied to **management of money as well as other** kinds of management practiced by families. The financial problems noted above are of low income families, the group most likely to have serious financial problems. Any families and individuals at the very beginning of their earning period--or those on retirement income--are also likely to have these kinds of problems.

Although money and other managerial problems have implications for consumer and homemaking programs, in no areas are the needs so compelling as in those related to aspects of parenting.

In recent years, there has been increased awareness of the needs of today's youth for information relating to family planning and parenting. Parenting is a common term, but the concept of family planning, in its broadest context, may well be addressed as a component of, or a prerequisite to, education for parenting.

In an extensive review of the literature on family planning in relation to teenagers, Schultz and Allen (Note 3) began by noting that "in the U.S. although the birthrates for the population at large have fallen, there has been a dramatic increase in illegitimate conceptions among teenage girls." They noted that the problem of pregnant adolescents requires attention and that the effects of early pregnancy are felt by the infants, the girl herself, and society in general. They cited several authors (for example, Allen Guttmacher Institute, 1976; Zelnick and Kantner, 1977; and National Center for Health Statistics, 1976) in noting the serious health and social difficulties faced by the pregnant teenager, the danger to the baby of prematurity and infant mortality, and the frequent lack of adequate prenatal care. But, as they pointed out, the concern is not addressed by a simple unit in "sex education."

The problem involves values, knowledge of the effects on the system of nutritional status, and knowledge of the needs of children for shelter, guidance, education. The fact that teenage childbearing is more likely to be associated with lower income and increased poverty really compounds the problem, as does the wish of these young women to keep their children once they have been born (Schultz and Allen, Note 3). With respect to the topics addressed in family planning, decision making and management generally are core or key "threads" which underlie study of the area. In fact, the emphasis on decisions to make before becoming a parent may be the major contribution of family planning education.

Lind (1976) surveyed sex knowledge, birth control, and marital attitudes of relatively affluent and well educated rural Montanans. Although his study was not designed as a basis for planning educational programs, several of his findings have such implications.

For example, "despite the generally favorable attitudes toward birth control . . . there were many who appeared not to understand its meaning" (Lind, 1976, p. 52). That is, they viewed it as repression rather than a planning aid. Need for information about aspects of human sexual physiology was also cited. In fact, Lind stated that although programs for his sample "would not have to start at ground level, it is apparent that a real need exists for more extensive knowledge in these areas" (Lind, 1976, p. 52).

Whereas suitability of family planning education needs documentation, none appear to question suitability of education for parenting. Not necessarily called "parent education," curricula in consumer and homemaking education have traditionally included care of children, and the courses often provided laboratory experiences as well as subject matter. Recent studies support an increasing need for this material by young men and women who are or will be parents. The need, readily inferred from the review by Schultz and Allan (Note 3), is explicit in studies such as those of Hawkins and Anderson which will be discussed below. Further, parent education has general support from concerned groups, one of which, the Education Commission of the States, is cited below.

In order to determine whether urban fathers are interested in learning about child rearing and whether the fathers would be willing to participate in programs designed to provide needed information, Hawkins studied 108 fathers in Raleigh, North Carolina. He reported that:

> As a whole the subject fathers had a high degree of child rearing learning interest and a willingness to participate in child rearing learning opportunities. . . (although they were) . . . definitely more interested in some content areas than others (Hawkins, 1974, p. 197).

The areas of interest reported by Hawkins were those related to the child's independence, the child's relationships with others, guidance and discipline and, in general, just knowing what to expect (Hawkins, 1974, p. 196). Because the fathers reported not knowing sources of information, Hawkins suggested that child rearing become a regular part of educational programs.

In a 1976 study, Anderson compared perceived real and ideal parenting styles of rural fathers of children. Her sample of 281 fathers from 14 randomly selected counties in Iowa responded primarily to questions regarding their role with their preschool children, but results provided a data base for suggestions for education programs. For example, since fathers' real behavior was different from their perceived ideal, Anderson suggested that "programs could be developed with emphasis on creating an environment for the child that fosters autonomy, creativity, and shared decision making" (Anderson, 1976, p. 103). She further noted the need to provide parents with information about the development of children.

In making suggestions for providing the needed programs for fathers, Anderson (1976) dealt with the possibilities for programs directed at the fathers at the time they were parents, whereas Hawkins (1974) did not specify any particular timing. Both noted, however, a need for content dealing with specific aspects of the child's development as a person, in contrast to the more ordinary "play schools," toy selection, and snack preparation found in some classes.

Reinforcement from a negative approach comes from concern with child abuse. Publications by groups such as the Education Commission of the States tend to emphasize detection and treatment, but do not neglect prevention. In a 1976 publication (Report No. 85) the importance of primary prevention is noted in their suggestion that education groups:

> . . . offer courses for both secondary students and adults on appropriate parenting behaviors . . . and . . . include information in the . . . curricula on child development, family life, discipline and aggression, and other topics potentially useful to parents (Education Commission of the States, 1976, p. 5).

Such references to topics needed by parents are not unusual. Studies cited have documented repeatedly the needs of learners for their adult roles. Another kind of evidence is that from studies of the society in which the learners must function.

Studies of Society

More recently, studies at the national level have provided information that has direct relevance for home economics as well as other educational problems in the school. Such studies as those by General Mills, National Assessment, and the Northcutt Study (1975) are well known, and certain findings may be culled for implications for the consumer and homemaking program.

In 1975 Yankelovich, Skelly and White did a study of the American family and its money for General Mills, the first in a series of commissioned research reports on the American family. Although its emphasis was on the impact of money and economics on American life, it has implications not only for the family economics aspect of homemaking but for other content. In the summary, the authors pointed out that although families have a sense of economic insecurity and although they question the moral direction of this country, the American family is seen as having great strength and adaptive capabilities.

The suggestions of the different ways in which the American family needs help are heavily oriented toward financial problems, as would be expected. Budgeting, saving, credit, debt management, finding ways to talk comfortably about money, and sharing in financial decision making were included in the suggestions (Yankelovich et al., 1975, p. 27). But also pointed out was the need for instruction in repair of household products and time savers of all kinds for working wives.

Two other findings bear comment. One is what the authors called "the psychology of entitlement," the belief of half the respondents that government has the obligation to provide each family with work and a good standard of living (Yankelovich et al., 1975, p. 17 and p. 40). The other is the role of the woman in decision making. Among the families surveyed, 39% believed that the man should be the main provider and decision maker. Among those families with more pressing money problems, the number sharing that view increases to 46% (Yankelovich et al., 1975, p. 26).

Although not related, these last two points merit the attention of curriculum builders. Whether the government is seen by so many people as being responsible for their economic well being because the government is the employer of last resort or, as appears to be the case, because the government is responsible for its people, is a major shift from the free enterprise philosophy. The point about decision making is in sharp contrast to the middle class ethic that family decisions are joint. Regardless of how teachers handle the situation, they may wish to find out what the situation is in their community.

Yankelovich and others just released the second in the series of family studies for General Mills, Raising Children in a Changing Society. The study looked at ways parents cope with the problems of raising children in a period of rapid social change. Its focus was the family unit, and respondents included parents and their children. The study examined today's social environment and its changing lifestyle, traditional values of child-rearing, and the development of new values such as greater sexual freedom, blurring of male/female roles, and self-fulfillment (Yankelovich et al., 1977, p. 4).

The authors reported that there seem to be two kinds of parents which they called the "new breed" and the traditionalists," with marked differences in values. For example, the traditionalists support the traditional homemaker role for the mother and believe that parents should stay together. The new breed are more relaxed about separation of parents, blurring of roles, and acceptance of differences among people.

The authors reported some specific problems and made suggestions for the kinds of help which are needed by the parents. The problems are those of minority parents, who place their hopes and aspirations on their children and experience the attendant pressures; of single parents, who have a greater sense of inadequacy and insecurity, and whose children seem to have more social problems than do their peers; and of working mothers, who as a group are competent enough but are troubled about their roles as parents, especially about the time they are able to spend with their children (Yankelovich et al., 1977, p. 26).

Yankelovich and others (1977) indicated that two kinds of help are needed by today's parents. One is for specific kinds of information which parents would like through classes or study groups; the other is for the kinds of skills which they need in order to be effective parents. The topic listed most often was dealing with drug usage among children; a close second was an understanding of new classroom teaching methods. Other topics were more traditional: parenting, teaching children about sex, discipline, dealing with medical problems, feeding children nutritiously, and balancing the budget. The kinds of skills for dealing with children are those related to communication, knowing where to get advice, opportunities to discuss problems with other parents, and simply knowing where to go for activities which would be free (Yankelovich et al., 1977, p. 28).

The findings of this study on raising children are very similar to those cited earlier with reference to studies of parenting and certain aspects of family planning. But since this is a national sample, it calls greater attention to the need, while it provides more generalizability to the local and regional studies.

Another national study which received publicity was the Northcutt study of adult functional competency. The objectives of the study were to assess the competence of adults for meeting the requirements of adult living such as survival literacy and coping skills (Northcutt, 1975, p. 1). This controversial study assessed several areas; of interest to this review is the area of consumer economics in which respondents had an opportunity to read, write, speak, compute, solve problems, and indicate how they would interact with other people. The sample was representative of adults from all 50 states and involved responses at several different stages of the study. The competencies in the consumer economics area were those in which the greatest difficulty appeared for all adults, privileged as well as disadvantaged. In other words, at the lowest level of competency, only 30% were able to function, and then with difficulty. That group included those whose income and education were inadequate and who were either unemployed or in occupations of low job status. There were a third in the middle level and fewer than 40% of those were judged as proficient. Most who were proficient had high income and educational level and jobs with high status (Northcutt, 1975, pp. 5-6). Again, the national study verified and permitted greater generalizability of the local studies cited earlier. That is, management of resources and ability to cope are problems in this country. Consumer and homemaking programs will not solve the social problems which underly some of these deficiencies, but they do contain the subject matter which has been documented as needed by our society, most particularly by those who are less advantaged.

The National Assessment of Education Progress (NAEP) was designed to survey educational attainment of selected age groups in a variety of learning areas. Of interest to this report was the assessment of career and occupational development, carried out in 1973-74 and reported by the National Center for Educational Statistics in 1976. Certain aspects of the initial report dealt with respondents' knowledge of different kinds of jobs, possession of basic skills for getting and keeping a job, and general familiarity with the world of work. The finding related to career decision skills and knowledge has implications for vocational education including consumer and homemaking, since states include a career component within the various subject areas of home economics, not only at the junior high level, but also in the specialized semester courses.

Other kinds of differences were reported by Ahmann (1977a) in an article dealing more specifically with data on job aspirations of 17-year-olds. Forty two percent of the males and 46% of the females named a professional job as their choice, yet fewer than 25% of present jobs are in that category. Males and females differed in their choice of "craftsman" (16% male, less than 1% female) and "services" (males less than 1%, females 8%). Again, their choices did not mirror opportunities.

Consumer and homemaking program planners will find considerable cause for concern in that, for this national sample, barely 3% of the females and none of the males gave homemaker/housewife as their first career choice (Ahmann, 1977b). Inasmuch as about half of today's women in families with husbands present elect not to work outside the home, the lack of interest in an occupation as a full time homemaker suggests a greater emphasis than is presently the case on those skills needed to operate a home while working in an outside job.

Data on employment of women lend other insights into program needs. For example, recent data indicate that of the total work force, 41% are women. Of women of working age, 48% are in the work force (U.S. News and World Report, 1977). Of those working women, 37% have children under three. Even more revealing are the data which show that one out of eight women are heads of households; of those heads of households, 54% were in the labor force in 1975 (McEaddy, 1976). Recognition that these include ADC mothers makes even more urgent the development of more programs aimed at the very real problems these women face.

Impact of government policies on families has only recently received attention of the Congress. One realizes that much of the action is in the social welfare programs broadly defined, particularly "the welfare system," but occasionally one finds reference to specific aspects of that program, such as day care.

The Carnegie Quarterly reported two studies related to the effects of day care, one study on infant day care in New York City and the other on family day care, also carried out in New York City (Carnegie Quarterly, 1977, pp. 5-7). The more unusual aspects of the first study were that it was a large sample and that it looked at infant day care programs judged from excellent to poor. Infants received extensive tests from the time they entered day care, between 2 and 22 months, until they had reached 36 months. They were then compared with three-year-olds reared at home. Preliminary results suggested that infant day care is not harmful to low income youngsters, and original misgivings may have been unfounded. In addition, the authors suggested there may be other advantages which will become evident as researchers determine which components of infant day care are most effective.

The other study dealt with effectiveness of home day care (Carnegie Quarterly, 1977). Typically, parents are more likely to leave their children in some form of home day care rather than in an institutional setting, and thus training of women for day care becomes increasingly important. The training program took place in a storefront and an evaluation suggests that similar programs might well be implemented in other places.

Implications from such findings are that consumer and homemaking programs may very well be directed toward adults who operate family day care homes. The policy aspect is the allocation of sums for such programs as well as for the more traditional day care centers. There also needs to be some provision for the cost of a delivery system for the day care parents who may or may not be able to come to a center for instruction.

Home economists have been concerned with the effects on the family of legislation at all levels, but until the last few years the attention was not as focused nor as much a part of the activities of affected professional organizations such as the American Home Economics Association. The day care study cited above and the guaranteed income study described below are illustrative of the kinds of action which not only affect but may be affected by consumer and homemaking programs.

Berger (1975), in discussing a guaranteed income experiment in New Jersey, called attention to some of the shortcomings of the present welfare system. Among the kinds of things to which Berger called attention is Aid to Families with Dependent Children (AFDC). She noted that when the program began in the 1930's about 75% of the fathers were severely disabled or dead as compared with only 14% in 1971. In 1971, 75% of the fathers were alive but absent from home either because they were not married to the mother or because they were separated without a decree.

The presence of antiquated social welfare systems in a society differing sharply from that which existed at the time of the legislation is cited as one cause of the problem. Berger (1975) suggested that another cause is failure at the time of the initial legislation to consider impact on families. A well-known instance of this is the food stamp program, intended to improve the diets of low income people but often failing to meet that goal, either because potential recipients do not receive the food stamps or because they do not know how to use them to improve their nutritional status.

A program not now in effect but which Berger predicted is some form of guaranteed annual income (Berger, 1975, p. 21). In that as in other social welfare legislation, the role of the professional home economist is reasonably clear, both in designing and carrying out programs. Impact on the vocational consumer and homemaking program is less clear.

For example, we do not know from the literature whether donated commodities (in the years they were available) and use of food stamps were generally included in lessons on meal management. Another question is implicit in study about employment of homemakers; this question involves comparison of the contribution a young mother could make if she were to remain home with small children and add to her real income through home production, with the contribution she would make by working outside the home and paying the added cost of household operation.

The report by Ahmann (1977b) suggests that today's young women may be rejecting the full-time homemaker role. Findings in earlier study by Hughes (1969) suggest that possible advantages of that role were not considered. One aspect of the study included use of curricular materials for considering what was then called the "dual role" of homemaker-wage earner. The sample included more than 600 11th and 12th grade high school home economics students in 32 classes in 26 New York State schools including the largest cities, small cities, and rural schools. In interviews of a random sample of 64 students, 2 from each of the participating classes, students indicated that previously they had not given much thought to the money and time associated with having the homemaker work outside the home.

Whereas today's youth appear to accept careers for both women and men, they may be unrealistic in their expectations. Those characteristics, combined with the documented problems of working mothers, the expectation of government subsidies, inability to cope, and sometimes dysfunctional social welfare programs, all have implications for curriculum.

Recommendations of Subject Matter Specialists

Studies of learners and the society in which they function are bases for selecting content of consumer and homemaking programs; another base is recommendations of subject matter specialists. Their input may be from studies in cooperation with teachers, from direct research of their own, or from their input on curriculum guides.

Suggestions of subject matter specialists are implicit in several of the reports included in studies of learners and will not be repeated. Illustrations are the nutrition studies of Seiler and Fox (1973) and Johnson and Nitzke (1975). In other instances, subject matter specialists worked with others to identify content appropriate to selected groups of people or for selected purposes. A few such studies will be presented, some of which were used in development of curriculum guides. Not surprisingly content frequently is identified as "competencies," the currently popular format.

The popularity of task analysis as a basis for identification of competencies has led to its use in a substantial number of studies. In other instances workers were observed and questioned to determine competencies needed to accomplish their jobs. In still other instances, persons in one of their roles, for example consumers, were asked what competencies they thought they needed to be effective as consumers or whatever. Sometimes their responses were compared with experts' opinions, as in Metzen's 1967 study.

Metzen (1967) compared competencies which young women considered to be important for performance of their consumer roles with competencies which experts in the field believed important for them. Respondents were 1,092 young women who were either among those in study groups in the Extension Division of the University of Missouri or among graduates from the Associate in Arts degree from Stephens College. The latter part of the sample, 631, were drawn from 44 states and the District of Columbia. The experts were 20 persons in the field of consumer education, all of whom had been active in some phase of consumer education and all of whom had written in the field.

Metzen found differences in the pattern of ratings by the young women and by the experts, with the young women giving higher priority to competencies which would have immediate application and the experts rating more highly those competencies which involved general principles and had broad applications (Metzen, 1967, p. 75). He concluded that although there was value in providing the immediately useful information cited by the respondents, it was clear that consumers needed to be educated for their role. He suggested therefore that teachers of consumer education courses "need to bear in mind the basic differences which seem to exist between the attitudes towards the consumer role held by laymen and experts in the field. Students should not be assumed to have a sophisticated attitude toward consumption . . . (and) broadening students' perspectives on consumption . . . will require effective motivation in teaching" (Metzen, 1967, p. 78). He went on to suggest that the opinions of experts be used in structuring the course but that the teacher provide for specific competencies of immediate importance to the group for whom the course is being planned.

Identifying specific competencies from Metzen's list is not reasonable since it contains 114 items. It should be noted, however, that in addition to such topics as consumer frauds, the consumer and the law, credit, and insurance, the list also included consumer competencies with regard to food, clothing, housing and such. Items which the young women rated as important involved decisions on whether to buy, rent or build housing, knowing what constitutes a balanced diet, judging quality of fresh foods, reconciling a bank balance. Items which the experts rated highly were evaluating goals and values as an aid to consumer choice making, knowing how to plan a program of financial security for an individual family, and noting some general buying principles that could be applied to the buying of most products (Metzen, 1967).

A curriculum guide for teaching management and consumer education developed for use in Iowa in 1977 is illustrative of guides developed as Metzen suggested. The guide is based on a set of management competencies and a set of competencies for consumer education, both developed by subject matter experts. Those were the basis of the guide, but pupil development of those competencies was perceived as occurring through learning opportunities which would incorporate the kinds of practical information cited by the respondents in the Metzen study (Iowa Department of Public Instruction, 1977). Input into state guides is often the result of similar collaboration between subject matter experts and classroom teachers, and guides in a variety of subject areas from many other states are valuable determinants of course content.

For many years the publication "Concepts and Generalizations: Their Place in the Secondary School Curriculum" (AHEA, 1967) has been used as a framework, not only for the secondary curriculum, but for teacher education. In order to have material which was more current, home economics teacher educators in 1977 worked with specialists to identify subject matter competencies needed by beginning home economics teachers. The 1967 publication was used as a starting point for the activity as subject matter specialists validated the original material. Their responses formed the basis for the work of the teacher educators in developing a list of subject matter competencies for beginning home economics teachers (Iowa State University Press, 1978).

That list of competencies, although for use by teacher education institutions as a basis for curricular decisions, is also suited to use in reviewing consumer and homemaking programs. The publication, which lists home economics teacher educators as its author, covers five subject areas: clothing/apparel and textile products, consumer education and management, housing and living environment, human development and family, nutrition and food management. The competencies listed within each area can be used in identifying those aspects which are of greatest importance.

The difference between use of the competency statements in a college curriculum and a secondary or adult program lies in the depth and breadth of the coverage given. For example, one of the housing and living environment competencies listed relates to assessing housing alternatives available to individuals and families and includes such content as analysis of housing alternatives in terms of needs and lifestyles of individuals and families and analysis of local, state, and federal policies as they influence housing choices. The teacher would need the depth to understand the ramifications of the topics but the ideas implicit in the competencies statement would be suited to some of the most pressing needs of people in the procurement of housing and the study of government policies which affect it.

Three studies done in departments of home economics education with substantial input from subject matter specialists compared knowledge (or competencies) needed by homemakers with competencies needed by workers employed in the same home economics areas. The studies were in the fields of child development, textiles and clothing, and housing and design. The first one in child development was done by Whitmarsh in 1966 at the University of Illinois. The second study, also at Illinois, was that of Davis (1968) in clothing and textiles. The third, which also followed the Whitmarch design, was done by Skaff at West Virginia University in 1971 in the area of housing and design. For curriculum purposes, the importance of the three studies lies in the similarity of the competencies needed by homemakers and those needed in occupations.

What Skaff (1973) found is illustrative of the type of findings in the other two studies. That is, most of the knowledge items in housing and design were needed by both homemakers and workers in occupations in housing and design. Certain items were judged more important by one group or the other but only a few were needed by homemakers or workers only. The extent of overlap led Skaff to suggest that in curriculum planning those items which were needed by both groups ought to be the core of a course taken by all students, those needed by homemakers would be a portion of a more in-depth course, and those needed for occupations only would be obtained by students seeking occupational preparation. As would be expected, competencies needed especially by homemakers were related to selection and care of furnishings, and those needed by workers related more to being able to present suggestions to customers and to knowing about the world of work (Skaff, 1973).

The three studies above document that the extensive overlap in subject areas warrants interchanging curricular materials.

Another curriculum effort developed initially for use in home economics occupations has potential for use in consumer and homemaking programs. In this recent effort, funded by the U.S. Office of Education, a set of ten instructional modules was developed by personnel at nine universities in cooperation with the American Home Economics Association which administered the project.

In addition to the module Securing Employment (for use with any of the subject areas), modules include materials for teaching Care and Independent Living Services for Aging, Catering Services, Clothing Alterations, Consumer Services, Fabrics and Textiles, Merchandising, Fast Food Services, Furnishing and Housing Maintenance Services, and Window Treatment Services (Occupational Home Economics Education Series, 1977).

Appropriateness of content for preparation for the various occupations was assured through verification by workers and subject matter specialists. After initial development of instructional materials, the modules were field tested with 75 teachers and their learners. The teachers represented a variety of geographical areas and experiential backgrounds; they had a diversity of learners in their classes. The modules were effective in increasing learners' competencies, including achievement scores on pre/post cognitive tests. In addition, teachers judged the modules to be usable and effective (Occupational Home Economics Education Series: Securing Employment, 1977, pp. 9-13).

The modules were intended to be used as curricula in occupational classes, and appropriately so. It is in implementing curricular decisions and selecting instructional strategies that the modules will be useful in consumer and homemaking programs. For example, the module on securing employment has a section on the place of work in our society. If the teacher has determined that such a topic belongs in a particular course, then the module would be helpful in designing instruction. The modules are useful also in the study of careers. Each module has sections which explain careers and career progression, already documented as belonging in a consumer and homemaking program.

Summary

Studies of learners and society reinforce the importance of the content and designated audiences for consumer and homemaking education as specified in the

1968 and 1976 laws. Obtaining and allocating resources, becoming conversant with the government agencies which affect families most directly, combining the management of a home with outside work, coping in today's society, raising children: these and more are reflected in reports which represent the country.

The most serious problems have their genesis and their solutions in policies and procedures not only beyond one school subject but beyond the school system itself. Nevertheless, because of its direct concern with the family, a consumer and homemaking program can acknowledge the problems and work to ease them. Based on the previous review, the following appear most critical.

Education for parenthood will not eliminate teenage pregnancies, but it can be one effort in awareness. Certainly it can be a factor in reduction of abuse and in improved cognitive, social, and physical development of the child.

Preparation for managing the work of the home and outside employment can be addressed very specifically, from the decision to assume both roles to techniques for combining them successfully and evaluating consequences.

Roles and responsibilities of consumers are recurring areas of concern. Included are not only the traditional aspects of resource allocation but an advocacy role as well.

Impact **of social welfare policies on families belongs in the curriculum as a** coping skill, as an advocacy position, or both. Day care centers, welfare payments, health care delivery and school lunch programs are illustrative of policies for study and action.

Nutrition education has components as diverse as determination of adequacy of diet and analysis of TV "messages" on children's programs. Since evidence suggests that it may not be the nutrition facts as much as attitude that require attention of educators, experiential learning may be effective.

Audiences for whom suggested content is appropriate include all people; therefore one must ask: For whom is the information most critical? One group is that closest to parenthood; that is, those who are presently parents and those soon to be. Another is the woman or man who is or who will be single and head of a family. **Another is the young woman, often with poor education, who must combine her role as homemaker with that of wage earner.**

At any age, the more disadvantaged the person, the more critical the need. Minorities, the unemployed or underemployed, and the poorly educated are in greatest need of consumer and homemaking programs, as they are of any educational or social welfare programs.

Nonetheless, the evidence does not suggest that all other groups be ignored. The advantaged and the "average" were included in studies documenting the need for nutrition, management skills, parent education, and consumer skills.

The extent to which the content delineated is available in consumer and homemaking programs and how effective it is in meeting students' needs is less well known. Suggestions for determining effectiveness and some existing evidence of program effectiveness are presented in following sections.

PROGRAM EFFECTIVENESS

Program effectiveness includes kinds of data needed, evidence presently available, and studies to be done. Kinds of data needed include those yet to be collected and those existing but not generally used in evaluation of consumer and homemaking education; the former is the focus of the first section. Presented in the second section is evidence of program effectiveness from selected studies. The last section is a suggested list of studies which should be done.

Program Evaluation for Policy Decisions

Program evaluation [illegible] which policy decisions are to be made should involve comparisons among and between alternative forms of instruction as contrasted to no instruction. Further, these data need to be collected in various settings and **should not be locally oriented.**

A general methodology by which the assessment could be made is discussed as these kinds of studies have not been completed. Potential subjects, instructional content, and criterion measures are suggested.

General Methodology

A. Potential Subjects

High school graduates two to five years after graduation. Select target populations for which information is most needed. For example, state departments of education can identify counties with high unemployment, low income, high participation in ADC and/or foster care programs, and high dropout rates. Researchers could randomly select areas to study and hence randomly select subjects.

B. Instructional Content

Varying exposure to specific consumer and homemaking content areas as well as no exposure. Important areas to study early would be parent education and nutrition education.

Obtain detailed information on learning opportunities of subjects in the sample from "block plans" or other similar records of the teacher. Identify the competencies developed, length of time in instruction, as well as the number and kind of experience-based learning opportunities.

These kinds of data involve more detailed information than currently exists in a delineation of broad content areas in teacher reports to state departments, but are imperative if comparisons are to be made.

C. Criterion Measures

Appropriate measures of performance relative to the content area studied. In the area of parent education criterion measures could deal with the established physical and emotional health of the child as well as his cognitive development. Evidence of physical health could be based on established clinical procedures, emotional health on observation of parent-child interaction and absence of child abuse, and cognitive development from standardized test scores.

Impact of nutrition education could be assessed by adequacy of food intake of family members. Observations of food purchased by families could be studied for food quality and choice available.

Items are merely illustrative and need to be expanded within the two areas as well as others. Physical aspects of the home, suitability and appearance of clothing, and perhaps housekeeping procedures are fairly easy to discern. Management of time and effort or marital communication are more difficult both to attain and to assess, but nonetheless criteria and evidence in these areas need to be delineated and assessed.

Additional Major Studies

Comparison of effectiveness of consumer and homemaking with other programs purporting to provide the same knowledge and skills. **The obvious first step concerns learner performance and the above methodology can** be applied. Beyond that one must study as a minimum: resources required, accessibility, **and credibility** and delivery systems for the programs in question.

Evidence of Program Effectiveness

Studies selected for review attest to the worth of consumer and homemaking education. The older studies and a few selected Iowa reports are included not only because they evaluated effectiveness but because they represent promising methodology for implementing and/or evaluating curricular changes (Scruggs, 1959; Hughes, 1969; Yungschlager, Note 4).

The study in Illinois by IBEX (1974-75), and the reports by Nelson and Jacoby (1973), Dalrymple, Lowe, and Nelson (1971), Williams (1976), Kohlmann and others (1977), and two of the Iowa teacher reports, Jordal (Note 5) and Kelley (Note 6), are studies directed at audiences with most critical needs.

Followup data to assess program effectiveness were not generally available but two with different approaches were identified: Cross and others (1971), and Scruggs and others (1968) of which Pearson (1971) and Kundel (1969) were a part.

The Waicis (1976) study was an effort to document differences in programs as a consequence of funding; it also suggests a methodology for continued study of policy alternatives. The report of Lazar and colleagues (1977) also has policy implications. For that reason and for the applicability of its methodology, it was included even though it is the only one reported **which was not directed at programs** funded as a part of consumer and homemaking education.

Scruggs (1959), as part of a series of studies directed toward assessment of teacher effectiveness, determined progress of pupils in classes. The sample, restricted because of resources, included 30 teachers and the pupils in their Homemaking I and Homemaking II classes. Those comprehensive homemaking classes had a prescribed curriculum that included child development, family relationships, housing, clothing, and foods.

In addition to achievement tests, attitude tests were given to assess attitude toward children and toward use of family income. The achievement test was designed to measure pupils' ability to apply generalizations; items included selecting the correct response to a multiple choice item and then indicating the reason for the choice, providing for testing beyond memorization. Class means were used to determine differences between pre-tests and post-tests. In all but one class post-test scores were higher than pre-test scores; in all but two, pupils gained on attitude tests from the time of the pre-test to the post-test. Overall, pupils in the selected classes of the 30 teachers improved in knowledge and attitude as a result of instruction. Unfortunately for this report, Scruggs (1959) related her findings to effectiveness of teachers rather than to effectiveness of program and the suggestions which she made as a result of her research reflect that direction. However, the procedures which she used for assessing pupil gain in classrooms are appropriate as one dimension in assessing effectiveness of consumer and homemaking programs and the study serves as a starting point.

The most definitive study of secondary consumer and homemaking education programs (published to date) was conducted in 1974-75 for the Illinois Office of Education by IBEX, a consulting firm in Virginia. The study was commissioned to look particularly at the effectiveness of the consumer education component within the consumer and homemaking program. Conducted in districts identified as economically depressed and with high unemployment areas, it included 128 schools which had contracted for approval of funding in consumer and homemaking education programs. Thus schools in the study were representative of areas which met at least one of the Illinois criteria for qualifying as disadvantaged, i.e., high unemployment or large numbers on assistance programs (Illinois Office of Education, 1975, p. 2). In each district instruments developed for the study were administered to at least one full class of students currently in consumer and homemaking education and a group of 15 students who had not had or were not taking consumer and homemaking education.

The report was extensive and looked at a variety of dimensions: achievement of students in specific content areas of consumer education within the consumer and homemaking program, data on teacher salaries and other instructional costs, data on students' present activities and future plans, teacher data including preparation and number of years teaching, dimensions of student self-concept, and comparative effectiveness of various instructional strategies. On the first form of the test, experimental students out-performed control students, with differences between experimental and control students on the achievement tests highly significant. On the second more difficult form of the test, differences between the experimental and control groups favored the experimental group but not all differences on subsets of the test were significant. Although the design included post-tests only, the researchers believed that the differences were due to instruction and not to previous knowledge.

In order to study differential effects of programs, classes were divided into high achieving and low achieving students. Discriminant function technique was used to identify program characteristics which predicted classroom performance: length of course, number of units, and selected instructional approaches.

With respect to length of time in class, the high achieving group received an average of 30% more instructional time than did the low achieving group. In other words, the length of time spent in class was one major determinant of outcome. The number of units of study developed was inversely related to student achievement. That is, as the number of units increased, the achievement of students decreased; thus it may well be that it is quality of units, not number implemented, that predicts performance. The finding is consistent with the importance of focusing course content on a few well developed units rather than whole series of cursory explorations. The instructional strategies found most effective were resource persons, debates, team teaching, student demonstrations, field trips, and multimedia.

Among the variables which were not significant predictors were number of males in the class, amount of teacher experience, whether the course was elective or required, and amount budgeted for instructional materials. Interestingly, contracts in schools which had the highest achievement used an average of $6.22 per student for instructional materials and the average of those which produced the lowest was $22.77 per student. In fact, the contract which had the highest mean score spent $2.03 for instructional materials.

A large portion of the report (Illinois Report 1974-75) was devoted to the importance of the affective dimension of education in general and the consumer and homemaking program in particular. In discussing the relation between achievement and interest the authors suggested that the action-oriented approach typical of the better consumer and homemaking programs may very well be responsible for the student interest because the active participation facilitated learning and the learning increased interest, rather than the reverse. Thus they suggested that programs emphasize action-oriented activities to promote student learning and let interest become the by-product (Illinois Office of Education, 1975, p. 74).

Another finding of the Illinois Report (1974-75) was the importance of activity and of successful experiences to the low achieving, low self-concept student. The researchers noted this is an important component of the consumer and homemaking education program and suggested that the dimension be reinforced. They noted further that these kinds of attitudes do not develop in a short period of time and that the students should be exposed to the experiences over a long period of time. The importance of successful experiences to students entering the work force immediately after high school was expressed as a particular concern since the group with low self-concept and low achievement is the group most likely to immediately enter the work force (Illinois Office of Education, 1975, p. 56-61).

Another state-wide study more limited in its dimensions was that of Waicis (1976). The purpose of her study was to evaluate the effectiveness of the Vocational Education Amendments of 1968, Part F, in improving consumer education in home economics. Since Waicis believed that factual knowledge has limited value to consumers, the study was designed to identify programs which emphasized choice and decision making, sometimes called process objectives. In addition to looking at effectiveness of consumer education generally, she compared funded and non-funded programs. Respondents in the stratified sample included 50 teachers from funded programs and 41 from non-funded programs.

Waicis did not test students' knowledge directly but asked teachers to respond according to the objectives which they included in their courses. Teachers indicated which objectives were included at a given grade level in their courses and whether they had separate consumer education courses. She found selected differences between the emphasis on consumer education in non-funded and funded programs, but consumer education concepts and topics were included in all Pennsylvania home economics curricula whether funded or non-funded.

One difference was that the funded programs were more likely to have a separate home economics/consumer education course but she pointed out that "whether this practice is praiseworthy depends upon whether students not served otherwise were reached" (Waicis, 1976, p. 82). Another difference was that in the upper grade levels, consumer education received more emphasis in the funded programs. Waicis noted that factual knowledge and decision making skills were emphasized in these programs and considered this combination desirable.

Waicis (1976) recommended that her study be followed by studies of what students actually know. That is what was done in the Illinois study but apparently the studies were occurring at about the same time. Both the Pennsylvania and the Illinois study cited and used the consumer education test developed by McCall (1973) at Pennsylvania State University.

Studies of effectiveness of secondary programs carried out when programs are ongoing yield the kind of data just presented but it may not be possible to determine the extent to which the knowledge and skills learned in school are used in the student's life at that time. One advantage of adult programs is that one may determine not only what the student knows but the use he or she makes of the information in his or her own home. One study which looked at knowledge and practice among adult students was done by Williams in 1976.

Subjects in Williams' study (1976) were 376 homemakers from three low income areas of the state. They were enrolled in the University of Illinois Cooperative Extension Service, Consumer and Homemaking Education Program (CHEP). Also included were the 47 program assistants who administered assessment instruments following training by the researcher. The first instrument included a test of knowledge of nutrition which was administered by the program assistants by way of interviews and covered various aspects of food purchasing knowledge related to cost, nutrition, and preference. In the second instrument, the program assistants responded to a checklist which identified actual behaviors of the homemakers with whom they worked. This was a unique opportunity for research since it was possible to indicate the food behaviors of the subjects within regular program activities.

(Before findings from Williams' study are cited, it should be noted that in 1973 CHEP was evaluated by an outside concern. No reference is made to that study in this review but it was reviewed by Williams.)

The overall findings from the Williams' study (1976) do not permit any sweeping generalizations, even to the subjects in the study. Findings confirm that subjects seem to have benefited from being in the program but the main thrusts of Williams' recommendations were in suggested program revisions. For example, she suggested that learning opportunities be planned to give homemakers more experiences in using less expensive alternative foods, that they have additional experiences in comparison shopping, that they be helped in understanding the unit pricing system, and that they be given more information on nutritional values of alternative food selections.

Comparisons of homemakers' knowledge with homemakers' practice were disappointing in that the correlations were not high. For example, when they were interviewed, 98% of the homemakers suggested using dry milk to reduce the cost of fresh milk, yet only 50% actually used it. Interestingly, some findings went in the opposite direction. For example, 80% of the homemakers used substitute foods while 63% suggested use of substitutes on the interview; 79% used food stamps while 51% indicated in the interview that this was an alternative to reducing food costs. In another instance, knowledge and practice were similar; 65% actually compared costs when shopping and 61% reported on the interview that comparison shopping was a necessity.

Scoring of the interview in the Williams' study (1976) was hampered by a technical problem but her method for obtaining data is noteworthy. Data were collected by the program assistants, well-known and trusted by the respondents. Williams provided a model for obtaining knowledge of subject matter by respondents and then determining the use made of that knowledge; she devised instruments that might well be revised for further exploration.

Another state which has provided funds for various evaluations of programs is New York. When consumer and homemaking education money was allocated to home economics programs designed to serve low income adults, funds for evaluation were included. After an earlier assessment of the programs, Nelson and Jacoby carried out an extensive evaluation of selected programs for the Bureau of Home Economics Education; that evaluation was reported in 1973.

The initial thrust of the adult program was to provide new approaches which might be more attractive to the low income people who were targets of the program. It included such things as learning centers in apartments or in a public housing unit, storefronts, community centers, and mobile units. Participants shared in planning of the program through representation on an advisory committee. Teaching was direct and although some indigenous persons served as aides, most direct teaching was done by professionals.

Activities in the program were varied and as the program progressed outreach from the centers increased.

The general objective of the study was to assess impact of the centers on the program participants, particularly with reference to their progress toward performance objectives designed for the program and selected by the local directors. Another facet of the study concerned assessing effectiveness of the professional staff and the progress of the paraprofessional staff toward meeting objectives selected for them.

The authors cite some limitations of the study, in particular the non-random selection of the sample of 10 of the 25 programs in existence at the time the study was planned. The sample of participants was randomly selected, however, and comparisons were made between those 107 and the program dropouts who were used as a comparison group.

A battery of instruments was developed for making the various assessments needed to meet the objectives of the study. Before use in the evaluation, the instruments met rigorous criteria for quality. For the most part, except for interviews with participants, data were collected by means of observation of performance, critical incidents, and reports of the teachers.

Nelson and Jacoby noted that:

> The program seems to have merit as an education philosophy halfway between individual case work and structured adult classes. In this sense the program did seem--at least for some individuals--to be filling its role as the first step toward more formal education or employment, or general improvement in the quality of life, or whatever it was that the participant himself desired. Further, the program more nearly serves the whole person or whole family rather than splintered needs . . . (Nelson and Jacoby, 1973, p. 127).

That the program was very expensive was obvious and the authors commented that whether it was worth the cost depends upon priorities for social change. Suggestions made, other than cost, were that the research be replicated using a longer time span, random selection of centers and a larger sample. They further suggested that a full time center and part time center be compared for effectiveness and that outreach possibilities be considered.

Suggestions made by Nelson and Jacoby (1973) for improving effectiveness of programs are worthy of note since they bear on consumer and homemaking generally and not necessarily on the specific program in the study. Among their recommendations were that the program have the attention of top administration in each district, that improvement of child care be given top priority, that administrators and teachers review priorities to be sure that the local program is emphasizing the appropriate learning activities, and that more attention be given to quality of staff. They noted, as has been cited previously in this review, that increased attention needs to be given to nutrition, child development and guidance, health, and housing. They pointed out the importance of cooperating with other agencies and the need for greater attention to instruction which would help the participants become employable (Nelson and Jacoby, 1973, p. 128-129).

Vocational education programs which prepare students for employment in the world of work follow up their graduates routinely; in fact, success in the occupation for which instruction was given is a criterion of a program's success. However, follow-up study of students in consumer and homemaking programs at the secondary level is not the norm and although individual teachers may very well have contact with their graduates, their reports are rarely a part of state or national data.

Attributing success or failure in a role to instruction in secondary school is risky in any subject field, but particularly in a field such as home economics wherein a considerable amount of information is available readily through community centers, the media, and the Cooperative Extension Service. Nonetheless, it is becoming increasingly important that some way to assess program effectiveness be found. Two studies attempted to do this, and although they did not show any clear-cut association between success in the homemaker role and high school home economics courses, the studies are reviewed for methdology as well as findings. One was a series of studies relating employment success of the husband to the quality of home life (Scruggs et al., 1968). The other, a regional study, was an evaluation of vocational home economics programs in terms of effectiveness of homemakers (Cross, 1971).

The regional study had as its purpose determination of the relationship between the perceived effectiveness of full time homemakers and homemakers who were also full time employees, and the extent of enrollment in home economics at the secondary level. Cross, Gorman, Loftis, and Ridley directed the study which was carried out in Georgia, Kentucky, South Carolina and Florida. Proportionate shares of data were collected in each state from homemakers 30 years of age or younger, in families with husbands present and one or more children. Before the main study was conducted there were a variety of pilot tests for purposes of instrumentation and testing of methodological procedures, but the main study included persons from all four states with 276 full time homemakers completing the 116 items appropriate for their role and 276 employed homemakers completing the 50-

item instrument appropriate to their homemaker role. The homemakers rated themselves and their perceived proficiency relative to other homemakers in performing the homemaking responsibilities **listed on the instruments.** Instruments were administered by trained interviewers and analyzed by a variety of statistical procedures.

Findings in general showed some differences according to perceived effectiveness and enrollment in home economics at the high school level. Effectiveness also increased with number of years of participation in homemaker clubs and amount of time devoted by their mothers and/or other adults in the parental home to teaching homemaker responsibilities. Another finding was that the perceived effectiveness of full time homemakers was related to the husband's occupation; those homemakers whose husbands were in the working class felt less adequate than those in either the professional or technician classes (Cross, 1971, p. 29). **For the employed homemakers, there were no significant differ**ences according to amount of home economics in high school or other means of acquiring information for homemaking. The authors **were cautious in interpreting** their data, but those employed homemakers who had had several years of home economics in high school had somewhat better scores than those who did not.

Another aspect of the study by Cross and others (1971) is the relative importance attached by the homemakers to the different competencies needed. Competencies reported most often were in the areas of child, family, community relationship, and management of resources. The authors noted that "competencies related to food preparation and clothing construction were not mentioned as frequently as might have been predicted" (Cross, 1971, p. 31). Recommendations made as a result of this study were that people responsible should review curricula at both state and local levels to determine if the more important competencies are given appropriate emphasis. The appropriateness of asking homemakers how they perceive themselves in comparison to others is promising but probably should include checks of specific items of information at least in regard to such critical areas as nutrition, child development, and financial management.

Recognizing that the home environment is generally considered to be related to the achievements of a man in the work world, Scruggs and others (1968) analyzed the relationships between characteristics of the home and family of the working man and his performance in employment. The ultimate purpose was to use the data as a basis for improving the vocational homemaking programs. The initial phase of the study included an extensive review of the literature on the world of work, particularly the relationship of the home to employment, and a pilot study.

Collection of questionnaire data from the 35 families in the pilot study was supplemented with interviews by trained interviewers. Results of the pilot suggested that families varied widely and the fact that their jobs were similar did not necessarily mean that the people themselves were. Data from the pilot study suggested that there were some relationships between the home environment and the employment record, that the husband's roles in decision making varied, that dietary intakes were not optimum, and that knowledge of child development was positively related to job status of the husband.

Following the pilot study, Pearson (1971) looked closely at food and nutrition knowledge of the homemakers and their attitudes toward food preparation, and investigated the relationship of employment variables to knowledge and attitudes. Data were collected from 186 families by methods similar to those used in the pilot study.

The survey of homemakers' nutrition knowledge indicated that the women had more misconceptions about the relative amounts of certain nutrients needed by people of various ages than about what is "good" or "bad" for people in general. The average score on the series of food preparation attitude statements indicated that the women had a positive, but not strongly positive, attitude toward food preparation (Pearson, 1971).

Kundel (1969) reported other aspects of this follow-up study. Her findings showed that the majority of all family clothing was bought new, and that home sewing was done by 72 of the 186 women. The scores of the husbands and wives reflected positive beliefs about the importance of the family. On the average, husbands and wives took a position on family decision making regarding money that could be described as approximately midway between autocratic and democratic.

Higher levels of education were associated with less informal work clothes, greater social participation, better housing, more knowledge of child development by the husband, less autocratic beliefs about decision making and the preference for quality over quantity in clothing (Kundel, 1969).

Studies which address program effectiveness are scarce for ongoing programs, but studies frequently assess the worth of new curricula and/or new instructional strategies. Selected for this review are two studies which dealt with a curriculum designed to prepare students for the dual role of homemaker-wage earner.

Hughes (1969) tested the efficacy of a curriculum package which contained a month-long unit designed to help secondary home economics students study combining the homemaker-wage earner's roles, including especially the management problems associated with those roles. (The Hughes study was conducted just prior to the resurgence of the women's movement and at a time when curriculum packages for use by home economics teachers were not available.)

The materials were developed initially with the help of a group of teachers and subject matter specialists and were subsequently used in a variety of schools by experienced teachers. Of interest here is the effectiveness of designing a curriculum for use in a fairly large number of schools.

Content of the packages included the historical background of the employment of women, employment statistics of the time, factors involved in making the decision about employment of the homemaker, costs of employment, provision for care of children, and management of money. The variety of instructional strategies included slides, interviews, discussion, overhead transparencies, a simulation game, field trips, role playing, and programmed instruction. Teachers judged the total package acceptable but responses varied on individual items; they also noted that the materials were particularly good in eliciting interest and participation of students. Student gain was significant on the achievement test but not on the attitude test. However, in interviews with students at the conclusion of the unit of study, they spoke of the importance to them of having had the opportunity to study the kinds of topics that were in the unit (Hughes, 1969).

The information in the package was suited to use by the teachers in the classroom and is cited here because it illustrates a method of bringing about a curricular change with a model that might well be explored for use again. The problem with the Hughes materials is that there was no provision for selling the package or getting it into the curriculum beyond the schools where it was tried. This is not a problem with print materials but is with packages that rely heavily on non-print materials, and better strategies for dissemination are still needed.

A much more extensive dual role project, "Preparation for a Dual Role Homemaker-Wage Earner with Adaptations to Inner-City Use," was carried out in four states by Dalrymple, Lowe, and Nelson (1971). The experimental study tested the efficacy of two courses designed to prepare disadvantaged youth for their dual role of homemaker and wage earner. One course emphasized homemaking and the second course included both homemaking and wage earning, with both oriented toward the concept of eventually combining both homemaking and wage earning.

Subjects were 139 pupils in experimental and 147 pupils in control groups in Connecticut, Indiana, New York and Ohio. Pupils were disadvantaged and were selected for the study according to specific criteria, any one of which would classify a pupil as a potential dropout.

The design also provided for supplementing the basic teaching strategies with use of resources from social and educational agencies in the communities, use of more than one kind of resource, and participation in a teacher workshop as making a difference in effectiveness of the course.

Effectiveness of the year long course was determined through analysis of test results and records in terms of changed pupil self-concept; perception of locus of control; knowledge and comprehension of course content; attitude toward child rearing practices, marriage, dual role for women, and work; school attendance; academic record; and potential for employability (Dalrymple, 1971, p. iii).

During the time the experimental study was being carried out researchers visited the classrooms in order that course plans and materials could be continuously evaluated. In addition to data collected about the experimental and control students, teachers also reacted to student response to materials and to all aspects of the course itself. Data included interviews from all teachers and from a random sample of pupils both at the end of the course and in a follow-up one year later.

In a later report of the study the authors noted that assessment was difficult because success was in selected aspects rather than any general, overall success (or failure). "The strongest evidence of gain for pupils in the course oriented to wage earning was in terms of their self-concept--feelings of self-worth, equality with others, and respect for themselves . . . The pupils gained in characteristics enhancing employability" (Nelson et al., 1975, p. 113). Compared to control groups, pupils in the homemaking-oriented course gained more positive attitudes toward work and their academic records improved for the year of the experiment. When interviewed after the course, pupils for the most part gave positive comments and noted the helpfulness to them of the content of the course (Nelson et al., 1975, p. 113).

The researchers stressed not only the content of the curriculum for disadvantaged students but also the teaching strategies used. They recommended that a variety of strategies be used, even within individual lessons, and that teaching materials be adapted to the socio-economic level of the pupils in the classes. With regard to on-the-job experience, they suggested that pupils be given experiences as soon as possible after the class has begun in order that they may have a concrete referent for class discussion (Nelson et al., 1975).

It may be as a consequence of their problems in dissemination that the researchers made the same recommendation made earlier by Hughes (1969). That is, that curriculum guides be developed with all needed accompanying resource materials and provided to teachers to facilitate teaching, to update teacher knowledge of content, and to improve classroom competence (Nelson et al., 1975, p. 113). Both of those "dual roles" studies were based on content in areas for which the need has been documented and yet they were not widely used following the experimentation.

As a result of a mandate for "mainstreaming" handicapped students, teachers requested help in dealing with these students in their regular classes. Kohlmann (1977) designed a study, "Procedures for Teaching Skills for Living in Classes where Mildly Handicapped Pupils are Integrated with Non-handicapped Pupils." The purpose of the study was to plan effective educational opportunities for students with a wide range of abilities and limitations. More specifically, the study objectives were to encourage teachers to be willing to work with students having mental and physical handicaps; **to** identify areas of skills for **independent living, for family** living and for career; to design and test effectiveness of instructional techniques; and to prepare curricular guidelines based on findings from the study.

Various teachers, specialists, and classes participated in initial testing; the main study included data from 16 classes taught by 14 teachers. The 251 students included 25 mentally disabled and 5 physically disabled (Kohlmann, 1977, p. 38).

Strategies tested group learning centers with each of three procedural patterns. In plan 1, one objective was studied at one center, and after completing the activities for that objective the group rotated. Prior to and subsequent to the group work there were activities of the total class for introduction and follow-up. Plan 2 had all learning centers working on the same objective but different generalizations at each. After groups had worked through generalizations there would be a report (teach-back) to the total class. The third plan was a combination of one and two; that is, it combined rotation with teach-back. In all cases, the topic studied was consumer information and all three plans included modules for use by the teacher. Modules included all necessary materials for carrying out the activities with the students.

Criteria for assessment of comparative worth of the plans included attitude toward disabled persons, an achievement test administered as pre-test and post-test, attitudes of students and teachers toward the group learning centers and the materials therein, attitudes toward working in groups, and attitudes toward the content area.

Kohlmann and others (1977) found the group learning centers effective when used in the mainstreamed classes in that study. Cognitive growth occurred for both the typical and the mildly disabled although of course it was not as great for the mentally disabled. Students' attitudes were generally positive as were those of the participating teachers. The opportunity to work with other students may have been the most important aspect of the study inasmuch as

> . . . teachers expressed very favorable attitudes toward the socialization which occurred as students worked together as a group to accomplish a common goal. In addition, peer tutoring which took place in the learning centers was viewed as a positive attribute of the strategy (Kohlmann, 1977, p. 73).

As a result, use of group learning centers was recommended for mainstramed classes and some specific suggestions for effective use were noted in the report (Kohlmann, 1977).

In a summary of findings of fourteen longitudinal studies of infant and preschool experiments, Lazar and others (1977) sought to determine whether early childhood intervention programs had a lasting effect. Their report, "The Persistence of Preschool Effects," has implications for both content and potential participants in consumer and homemaking programs.

The fourteen studies included preschool intervention programs in three general categories: center-based, in which efforts were directed primarily to the child; home-based, with efforts toward the parent, usually the mother; and a combination of school programs and home visits (Lazar et al., 1977, p. 5).

The report is of importance to consumer and homemaking education for certain of its findings and its methodology. Among the former are the documented value of a structured curriculum for the low income children in the programs and the positive difference **when parents** were actively involved. Because the programs did make a difference which persisted and knowledge exists relative to components in the program, the need for inclusion of such experiences in child development classes is evident. That is, the "playschool" should give way to experiences in an ongoing, structured program in which parents are actively involved.

The methodology suggests a procedure for designing a series of studies with different approaches in each of several geographic regions, and then aggregating the data. Given comparable content and criteria the procedure holds promise for more definitive data on effectiveness of consumer and homemaking education.

Annual reports of individual teachers rarely report formal research on evaluation yet from them one may make inferences about program quality. The reports may be **provided for their local school, but are more likely for state** compilation. The main part of state reports contains enrollment and cost data but as one turns to the descriptive report indications of successful programs are noted. The report on Part F, "Consumer and Homemaking," in the State of Iowa's Annual Report for Career Education Fiscal Year 1976 included a description of components of successful programs. Three were selected for reference in this review and the appropriate teachers and supervisors were interviewed. Two of the programs involved use of funds allocated for work with disadvantaged (Jordal, Note 5; Kelley, Note 6) and one was a "regular" secondary program (Yungschlager, Note 4).

The consumer and homemaking program reported by Yungschlager is illustrative of the programs regarded as superior by consultants in the Iowa Department of Public Instruction and by home economics teacher educators at Iowa State University. In addition to the inclass components, the program included home visits, an active advisory committee, a strong FHA well integrated into classes, strong administrative support, and active participation of the two teachers in a variety of professional activities (Yungschlager, Note 4).

The program is continually evaluated and for that reason Yungschlager in September 1977 contacted 500 former students in the family living program. With a structured questionnaire she asked them what aspects of the class were most useful to them after they had left school and **in a free response section** invited their comments on the program as it was and as they would suggest that it be revised.

The program, in a town of about 1200 in an area on the fringe of productive Iowa farmland, has consistently maintained high enrollment and is now at the point where facilities and personnel must be expanded or enrollment restricted. The program, which serves grades 10-12, has recently expanded offerings of interest to young men and more semester offerings in order to serve larger numbers of students. Those who want a three year comprehensive offering in home economics may still have it through a combination of the offerings **available. Learning** activities are varied and include such "real" activities as working with a house during its remodeling, field trips, and many laboratory experiences (Yungschlager, Note 4). The program at this school is not atypical, but suggests a program for a fairly conservative community to bring teachings in line with society as it is today.

In 1974 a special program called **"Mothers and Children Learning Together** (MCLT)" was initiated at an area community college in the eastern part of Iowa. The main sponsor of the program is the community services division of the college but it included cooperation of a variety of educational and social agencies in the area **cooperate. Participants in the program are** women who qualify as low income under the guidelines and the children in the child care center, a learning environment. The children may be children of the mothers in the program, Spanish speaking children whose parents are attending a bilingual program, children of students, or children of faculty and staff (Kelley, Note 6).

Women who are students in the program are often referred by the various social agencies and may be high school dropouts, child abusers or abused, and so on. The main emphases of the program are consumer education, parent education, and management. Lessons in these areas are presented to two groups each of two mornings a week during the academic year. The mothers are given opportunity to complete their high school education and to gain knowledge and skills to help them in their daily living. While they are studying their children are in the child care center and a part of the program involves interaction between the mothers and their own children as a laboratory situation. After obtaining the high school diploma, the women have opportunity for some kinds of job training (Kelley, Note 6).

Though there has been no formal evaluation of the program, community college and Department of Public Instruction administrators have made site visits. Further, the narrative report of the instructors included not only their assessments of the progress of the program participants but also comments of the participants themselves. Some evidence of success was the number of students who finished their high school degree and continued their education at the community college. Other evidence was that although attendance was irregular, there was more continuity of membership in classes than is often the case at such centers. Participants may come for as long as two years; at the end of that time they are expected to be "on their own" but may use referral services of the program.

Another aspect of the program concerns the importance which the participants themselves have attached to the parenting lessons. They consistently reported the value of this in their lives with their own children when they reported that it is possible for one to become a better parent (Kelley, Note 6).

The largest city in the state (200,000) is the site of another successful adult education program, an outreach program housed administratively within the public school system. The total enrollment for FY '77 was 1120, of whom 222 were male. Most were "adult" but there were a few pre-schoolers and senior citizens involved in the program. Delivery mode was through family living centers and home visits. Visits were also made as promotional contacts but the reported 2,007 home visits included those in which actual teaching occurred (Jordal, Note 5).

Objectives of the program are fairly general, oriented toward such things as: management of income, consumer practices, nutritionally adequate menus, preparation and storage of foods, food buying, some skills in clothing and home furnishings, health and sanitation, communication, and child development. Objectives are met through formal classes and through responses to particular problems which the clients may have. Some of the problems, such as reading labels and working with our measurement system, are unique to the group of Vietnamese who have settled in the city. Others served either individually or through workshop type classes include whites, black, Spanish, and Native American. The program is becoming increasingly successful in working with other community agencies and that effort will continue. The use of professional home economists was reported more satisfactory than paraprofessionals in this particular program and the need for additional staff is some evidence of the program's success (Jordal, Note 5).

The New York state program reported by Nelson and Jacoby (1973) was a statewide effort to provide many programs of the type of which the two were reported in Iowa. There may well be some merit to starting such programs on a smaller scale with ample opportunity for frequent review and revision during the beginning stages. On the basis of the subjective assessments of the two programs in Iowa, it seems appropriate to expand that effort, this time accompanied by evaluation which would meet at least some of the criteria for design and instrumentation. All three reports noted the need for creative programming and all found professional home economists necessary. Considering the success of the Cooperative Extension Service with use of indigenous paraprofessionals, some combination might be more appropriate than exclusive reliance on either professional or paraprofessional.

On the whole, studies suggest that consumer **and homemaking programs are effective.** Consumer and homemaking education is an integral part of the secondary school program and of the adult program. What is striking is that except for a few enrollees nationally, there are no formal reports of programs designed to serve the post-secondary students. The students are at a teachable moment for consumer education, family planning, parent education, and provision of nutritious foods. Post-secondary programs lead the list of curriculum studies to be done.

Studies to be Done

Studies needed for further evaluation of consumer and homemaking education are of three types: experimental curriculum studies which test effectiveness of content and/or approach for different audiences, followup studies of participants, and comparison with alternatives. Aspects of all might be included in one study provided **that it was adequately funded.**

The following are examples of studies that would be useful.

1. Develop and evaluate parenting education programs at the community college (or area school) level; that is, for grades 13 and 14. The records on child abuse, the concern for cognitive development of children, and the generally conceded importance of the environment mandate that parent education programs be extended. Design the course to appeal to a variety of audiences and to accommodate more than one delivery system. Monitor effectiveness for enrollees, obtain control groups and compare with programs including similar content offered by other agencies.

2. Conduct a comprehensive evaluation of "successful" programs--secondary, community college, or adult. Consider competencies of students, teacher characteristics including preparation, characteristics of the community, cost, facilities, attitudes of several groups, parent participation, presence of FHA, and job aspirations of students. In short, look at many variables and look at graduates as well as those presently in the program. Select a few programs in each of several states. Obtain control groups, preferably from the same schools.

3. Followup graduates of child development classes. Compare with cohorts who have not had child development in school or elsewhere. Collect data on child care procedures, child health, abuse, and interaction of parent and child. Conduct as extensive an investigation as reasonable cost will permit, limiting sample size if necessary.

4. Sampling would be a serious problem but a worthwhile study would **examine homemakers** with small children. Compare a group that stays home with children and spends time on food purchase and preparation, home care and repair, gardening, and so on with a group that works outside the home and buys services. (The first group might need instruction.) This could be especially useful for low income **persons, for welfare recipients, or for rural** groups. One objective would be cost comparison. Others could be **investigation of personal satisfaction and quality of life (as perceived and as observed).**

5. Experiment with funding patterns which reward innovation. That is, in one or two states, provide opportunity and money for a few teachers to develop courses that include the critical skills needed by the groups most at risk. Add skills of change strategists and communication experts to those of teachers and researchers.

6. Explore effectiveness of community involvement experiences within the secondary and/or post-secondary consumer and homemaking programs. Determine strategies for implementation of experiences facilitating community involvement roles as students and later as citizens.

7. Variations of (1) for other subject areas and other groups.

POLICY IMPLICATIONS

Studies of learners and society and recommendations of specialists have impact on curriculum but so do agencies responsible for funding and carrying out educational programs. Their impact may be as priorities established by school philosophy; it may be as legislative mandates for content of programs.

Local schools want the best education they can provide for their students with available resources. Reactions in the last few years to increases in school budgets have been sharp and make clear that only with firm evidence of need will schools permit expansion of faculty or budgets in any area of study. This reaction affects vocational areas such as consumer and homemaking which by their nature are more expensive than academic areas.

Therefore when one is looking at consumer and homemaking programs one needs to recognize that changes, if necessary, may need to be made by shifts in the existing program rather than by addition of resources to meet what may be more important needs than are served by the present program. To complicate matters, orders for implementing Title IX and for reduction of sex stereotyping may be forcing other changes. In making such changes, school administrators need help in interpreting the needs of the students in the local consumer and homemaking program at all levels.

Within federal guidelines, states, too, have their own priorities. Differences between state and local priorities can be illustrated by reviewing state plans for vocational education and enrollment in those courses in local programs. For example, one state plan mandates that in order to meet requirements the program must include consumer education, including promotion of nutritional knowledge and food use, **as well as the understanding** of the economic aspects of food use and purchase, as an integral part of the program. The plan also mandates that the program be designed for youth and adults who have entered or are preparing to enter the work of the home (Iowa Department of Public Instruction, 1976, p. 54). The mandates follow the federal guidelines but are not always represented in enrollment reports from local schools. The content may not be visible, as suggested earlier, but occasionally school policymakers expect "production" to take place in a home economics program regardless of other needed dimensions.[1]

With increasing frequency, state legislatures are mandating that courses or areas of study be included in secondary programs. Consumer education has been among them, and the mandates may or may not indicate the subject area in which it is to be taught. When mandated content is in the consumer and homemaking subject matter areas, some legislative vigilance is warranted.

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[1] Sources: informal comments from students seeking positions; reviews of program content in selected schools.

If content of consumer and homemaking programs were more carefully specified, and if there were consistency in competencies expected of participants, some of these problems could be eased. In fact, such specifications are important within as well as outside the field. Given the present emphasis on "basics," clear designation of content is in order.

The present system of allocations of funds probably should be maintained. Consumer and homemaking funds have been shown to serve their intended purposes. If the funds were not designated to be spent within the existing structure, they might be diverted to other agencies that do not have professional expertise or a delivery system in place. For reasons not completely clear, the consumer and homemaking funds and programs are vulnerable. One would hope that such funds could be part of the basic grant but the time for that is not now.

The program's audiences include students at various age levels from a variety of socioeconomic groups; groups with special needs are served in increasing numbers. Programs are designed to help meet the needs of pregnant teenagers, families on welfare, female heads of families, and those with physical or mental handicaps. Portions of available funds are designated for these audiences, and should continue to be. However, criteria for identification should be left to the respective states. Iowa is not unique in finding it difficult to conform to federal guidelines for identification of disadvantaged, even though it has its share of persons in the target categories.

Legislation might encourage use of consumer and homemaking funds in joint projects with other social agencies to meet particular problems, provided the consumer and homemaking funds are used under the direction of home economics supervisors in the respective state departments. Funds are limited and, although it seems appropriate that they be used in cooperation with other agencies, policy writers must be careful that the use is for educational purposes, and the impact identifiable.

Programs as they are now organized should be continued, but with specific improvements. Emphasis should be on the special needs of groups at risk and on skills needed by homemakers (both male and female) who are also in the work force. One way to implement reorganization is to legislate it, but some form of participatory decision and action by teachers themselves would be preferable. Action would be facilitated by strengthening the inservice component of ancillary services to provide curricular materials designed specifically for teachers to use in providing the content suggested for the groups identified.

Useful as they are, curriculum materials and guides, whether state or federal, are not effective for this purpose. Current subject matter and suggested strategies (including evaluation devices) in reasonably small "units" provide the new information and ideas which teachers continually request.

Research and evaluation are other ancillary services in need of increased funding. Lack of such funds is evident from the paucity of evaluation studies reported. There are able researchers in home economics education, and needed studies have not been done because priorities for funds were elsewhere. Legislation as now written permits use of consumer and homemaking funds for research and teacher education, and some of those funds should be available, if not in all states, at least in some key states for national or regional efforts. If additional funds are needed, they should be sought. Of equal importance is that they be continued over a period of years in order that data may be collected beyond the one year to which many projects are limited.

Youth groups, outreach programs, home visits and other dimensions of the program ought to be continued and perhaps expanded. Special funding does not seem necessary, although some states may find it desirable to make certain that such dimensions are available to target groups as well as traditional audiences.

Any suggested change will be difficult without more leadership at the state and national level. After the 1963 act, some state departments of education and the national office of education were reorganized in such a way that vocational home economics supervisors lost budgetary control; in some cases positions were lost. The damage to programs is evident although hard to document. Some evidence is the decrease in research and curriculum efforts. Another is the lack of a definitive content for consumer and homemaking education.

Organizational patterns of state departments of education merit review, perhaps as much for all of vocational education as for consumer and homemaking alone. It may well be that changes in organization have increased effectiveness in some respects and all that is needed is adequate numbers of staff with budgetary control. The most pressing need is at the national level, where we need an immediate increase in the number of personnel with expertise in vocational home economics. Again, those persons need budgetary control.

Alternatives to programs beyond the few suggested elsewhere do not seem viable, **although we need data to refute or** support the statement. The present consumer and homemaking program has professional expertise and a delivery system second to none in education. Some combination of effort has been suggested, but funds are not sufficient to permit large scale use other than as designated.

In summary, this reviewer recommends that the consumer and homemaking program be continued. The funding level should be increased to the extent that the groups most in need of the program can be reached without jeopardizing its usefulness to traditional audiences. Emphasis should be placed on out of school programs for persons at risk, on a shift in emphasis in the secondary programs and on post-secondary programs. Research and development efforts, with subsequent in-service activities for teachers, will be needed if the changes are to occur.

The need for leadership is acute. Professional organizations are helpful; the American Vocational Association provides leadership for vocational education and the American Home Economics Association provides leadership in the field of home economics generally. However, neither group can take the place of strong leadership from the U.S. Office of Education and from state departments of education, provided by a sufficient number of professionals with education and experience in vocational home economics.

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ASSESSMENT OF CONSUMER AND HOMEMAKING EDUCATION

Aleene A. Cross

INTRODUCTION

The occupation of homemaking has been the purpose of Vocational Home Economics since the passage of the Smith-Hughes Act in 1917. Each legislative act for the past sixty years, and consequently the curricula that resulted, has addressed current socio-economic concerns that affect families and individuals. The first curriculum guides focused on the manual skills of food preparation and clothing construction which were mostly done in the home. The guides in the early fifties placed additional emphasis on child care, interpersonal relationships, and the family life cycle. Consumer education became the focus after the passage of the 1968 Amendments to the Vocational Acts. These various changes and/or additions resulted in more emphasis on human development, management, and values. The homemaking skills needed to provide food, clothing, and housing increasingly were linked with decision making and the utilization of resources.

"Today the central focus of home economics continues to be the well being of the family and the quality, enrichment, and stability of family life. Because of certain developments in society, the need for home economics is probably more important today than during any other period in the history of our nation. The long-time emphasis in the public schools on preparing individuals for the occupation of homemaking continues to be important although

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there are necessarily new problems facing families which necessitate new directions in homemaking education. Homemaking education and the new emphasis, education for gainful employment or occupational education, both draw on a common body of knowledge in home economics. The new purpose will contribute to the economic development of the country. Today home economics is concerned with human development and the welfare of individuals at all ages and at all stages of life, the management of family resources, and the establishment of family-community relations as compared with the emphasis on production of goods and services in past years."

This statement is as true today as when written by Lela O'Toole in an unpublished paper prepared in 1967 as a member of the panel named by President John F. Kennedy to study vocational education. The differences lie in the socio-economic concerns of the present that appear in the 1976 Amendments to the Vocational Education Acts such as disintegration of the family; the increasing number of teenage parents, single parents, and working mothers; the role changes of both men and women; and needs of disadvantaged, handicapped, low-income, and aging persons as well as inmates of correctional institutions. Curricula and programs must address these concerns and should be based on those competencies essential for the homemaker whether male or female.

The following definition which encompassess all fields of home economics has been and continues to be used by vocational home economics educators to establish the scope of curricula. This definition has proved to be sufficiently comprehensive and flexible so that needs and interests of target groups have been and can continue to be met by the development of special offerings and by adopting new emphases in curricula.

Home economics synthesizes knowledge drawn from its own research; from the physical, biological, and social sciences; and from the arts and applies this knowledge to improving the lives of families and individuals. Its concern is with the following aspects of family living:

- family relationships and care and guidance of children
- consumption and other economic aspects of personal and family living
- nutritional needs and the selection, preservation, preparation and use of food
- design, selection, construction and care of clothing and its psychological and social significance
- textiles for clothing and for the home
- housing for the family and equipment and furnishings for the household
- arts as an integral part of everyday life
- management in the use of resources so that values and goals of the

> individual, family or society may be attained. (American Home Economics Association, 1959.)

This paper is divided into three sections: Criteria for Determining Effectiveness, Evidence of Effectiveness, and Rationale for Consumer and Homemaking as Vocational Education.

CRITERIA FOR DETERMINING EFFECTIVENESS OF CURRICULA

Consumer and homemaking education has always had as a major focus preparing persons to be homemakers and to function as members of a family. Furthermore, target groups to be served by consumer and homemaking programs have been pinpointed according to current socio-economic conditions which are also reflected in the various Vocational Education Acts. The criteria to determine effectiveness is presented in this section first as related to target groups and second as competencies needed by the homemaker.

Consumer and homemaking education has in the past been a program for females rather than males, primarily resulting from attitudes of society as reflected in parental objections, school counselor advice, and peer pressure. Historically, homemaking has been defined as the work of the females in the family and even today a majority of wives and mothers are in charge of managing the home and caring for children. However, these conditions are changing. Men are assuming more of the homemaking responsibilities as an increasing number of wives are employed outside the home and as more single fathers have or share custody of children. Male enrollment in consumer and homemaking is reported as increasing. Ideally all persons, both male and female, would at some time have preparation for homemaking other than that received at home. The criteria discussed in this paper refer to males as well as females since it is apparent that a target group is boys and men and furthermore that sex bias must be eliminated from all vocational education programs.

Target Groups Related to Socio-Economic Conditions

Many of the socio-economic conditions that exist today did so in 1917. Certainly there were families with extremely low incomes as there were teenage parents, single parents, working mothers, elderly and handicapped homemakers, and institutional inmates. Perhaps society today is more aware of the needs of these persons and of the large number who are in these categories. Certainly consumer and homemaking education can and should serve these various target groups through either secondary and post-secondary programs and/or special classes.

School-age parents and the increasing number of pregnancies occurring among teenage and preteen girls is a concern consumer and homemaking education curricula and programs must address. One-fifth, or 680,000, of all United States births are to women still in their teens, 274,000 are to adolescents 17 and younger, 13,000 to girls younger than 15. Ninety-four percent of teenage mothers keep their babies at home according to a 1971 study, 2.5 percent send the child to live with relatives or friends, and 3.5 percent give the child up for adoption (Alan Guttmacher Institute, 1976, p. 11).

A substantial and growing part of adolescent childbearing occurs out-of-wedlock. Between 1961 and 1974 the rate of out-of-wedlock childbearing declined by one-quarter among women 20-24. By contrast, it increased by about one-third among 18-19 year olds and by three-quarters among 14-17 year olds. The nonmarital birthrate among 18-19 year olds is now higher than that among women 20-24, reversing the trend that prevailed until the early 1970's. Five-sixths of the infants born to girls 14 and younger and more than one-third of those born to all 14-19 year olds are born out-of-wedlock; the percentage decreases with each year of age. Between the early 1960's and the early 1970's, the proportion of children of adolescent mothers who were born out-of-wedlock doubled and has risen at every year of age under 20 (Alan Guttmacher Institute, 1976, p. 13-14).

School-aged mothers, whether married or unmarried, are high risks:

- educationally - because more girls drop out of school because of pregnancy than for any other known reason
- medically - because of increased likelihood of health complications during pregnancy and because of low birth weight of babies who are often born prematurely and sometimes with such handicaps as mental retardation
- socially - because a great number of the forced or hasty marriages resulting from these pregnancies end in divorce (Milk, 1973, p. 34).

One solution is to place these young mothers in a separate class where the curriculum is centered around their everyday problems. Another and perhaps more profitable solution is to approach parenting and child care, management of financial and other resources, nutritional knowledge and food use, sex education, and family relationships by utilizing the responsibilities and challenges facing these young people. Certainly in a program for a segregated group of young mothers, there are great possibilities for relevant instruction. However, there are advantages to providing classes that are open to a mixture of sexes, races, economic incomes, and social levels. Young fathers rarely identify with the young mother unless married and apparently are infrequently included in programs designed for school-age parents. A class open to all students provides an opportunity for boys, whether or not they are fathers, to participate in a most relevant educational experience. By the same token, girls in programs known to this writer have found this approach to consumer and homemaking realistic and attractive. One teacher reported that students who had never elected to enroll in consumer and homemaking became eager to enroll after the beginning of a special funded project that focuses on teenage parents. She feels strongly that the reason is relevancy and experiences such as operating a nursery for the children of the young parents; planning budgets for a young couple; and relating nutritional information to prenatal, postnatal and child care. The most obvious advantage is that the young parents are not isolated from their peers and are not identified as a "special" group.

Criteria to be applied should be based on the quality of the instructional program. The national assessment should consider not only course content but also the approach or methodology. An ineffective program would have a middle class orientation and include instructional objectives (content) such as planning a wedding, choosing china and silver, serving a formal meal, identifying period furniture, constructing an evening skirt. An effective program would include meeting prenatal and postnatal nutritional needs, analyzing alternative solutions to teenage pregnancy, providing care for an infant and/or a small child, comprehending reasons for child abuse, providing food and clothing for a child. The relationship between rate of birth defects and food intake is a more realistic approach to teaching nutrition than requiring students to memorize the nutrients. Also relating the incidence of birth defects and the age of the mother is usually more effective than the moralistic approach to teaching sex education.

Parental, peer, and community attitudes should be a factor in determining effectiveness. Several school administrators in one state did not apply for a special grant to implement a program addressing this concern because several community leaders felt promisicuity would be encouraged. Yet other administrators because of their own attitude included as many students as possible in a similar program. A teacher can be limited in proceeding with a special program focused on school-aged parents because of these community and/or school pressures. On the other hand, this realistic and problematic approach is being utilized by consumer and homemaking teachers without being so labeled. Teachers and administrators can identify prevailing attitudes and any program can be evaluated taking these into consideration.

Single parents have not only increased in number but also have been more widely accepted, particularly fathers having or sharing custody of children. Single women head 12 percent of all American families, a figure which is double the percent in the 1940s; single men head about two percent (Grossman, 1977). Consumer and homemaking curricula to be effective must address this social change.

The stage of learning readiness would be the adult level when faced with managing as a single parent. Yet most teenage female parents are single and certainly in the marriage preparation and child care units of instruction as well as food, clothing, and housing the single parent concept should be included. Program offerings that address the needs of this target group could be adult classes offered in a community college, or an area vocational-technical school, or a high school's extended day program. A secondary school offering would depend upon the school schedule structure. A quarter or semester course in Adult Living, Parenthood, or Management could easily include the concerns of single parents who can be encouraged to enroll. A consumer and homemaking course that extends over nine months and contains several content areas should include the special problems of single parents as well as those of intact families. The approach to instruction is the real key rather than subject content alone. An ineffective curriculum would be centered around the traditional concept of two parents, a son, and a daughter. The effective approach would include all possible types of family patterns: the single mother, the single father, foster parents, grandparents as well as the intact family. The single parent and his or her particular problems would then be placed in a larger scope and a study of the transition from an intact family to a one-parent family or the reverse transition would be placed in real life context.

The management skills needed by the single homemaker are even greater than those usually required by the married parent since he or she must do all the homemaking tasks shared by two persons. Management of financial resources is of paramount importance for all too often income is limited. One indication of an effective program is the inclusion of the many skills needed to manage a home and certainly the additional skills needed by the single parent.

Housekeeping responsibilities such as meal preparation, laundering, dusting, and vacuuming frequently take precedence over the parenting responsibilities. An effective curriculum would place as much if not more emphasis on parenting and care of children as on managing the household. Criteria would include content such as child growth and development, expected behavior at various stages from infancy through adolescence, child rearing practices, need for and techniques of expressing affection, individual differences and growth patterns. Another criterion would be the inclusion of content focusing on the single parent rather than just the traditional two parent situation and examination of the differences under each set of circumstances.

Evaluation should determine if single fathers as well as single mothers are included since all too often the concept is one of the widowed, divorced or unmarried mother.

Mothers employed outside the home have continued to increase in number. The number of working mothers in 1974 was 2.25 times as great as the number of full-time homemakers: 30,543 compared to 13,506 (U.S. Bureau of Census, 1976). The middle class dream of marriage, keeping house, rearing children, and not working is not a reality. These figures do not reveal the number who will at some point in the lives of their children enter or reenter the work force. The father is as affected by the mother being employed outside the home as she is. He will share in household tasks to at least some degree and increasingly it appears to be a half and half basis. The husband may also have as many adjustments to make as his wife. This social condition affects the entire family. Consumer and homemaking knowledge and skills can be beneficial to both the working mother and her mate.

Effective criteria for a total program would include short courses for adults (mothers and fathers) on meal preparation in a limited time, selection of child care facilities and sharing care of children, management of time and energy to do household tasks, budgeting of income, legal rights and responsibilities of consumers. Courses would also be available in area vocational schools and community colleges that would be required to complete an occupational preparation program.

The secondary school curricula should include the working mother as one of the roles to be fulfilled by a woman. The adjustments needed by both husband and wife should be included in marriage preparation courses and management techniques and concepts should be taught in the context of the working as well as the stay-at-home mother.

The young homemaker has always been a part of the population and will no doubt continue to be. Almost 22 percent of the females 18-19 years of age and 56 percent of those between 20 and 24 were married as of 1975, whereas 38.6 percent of the males 20-24 years of age were married (U.S. Bureau of Census, 1976). The homemaking skills needed by the young homemaker are much the same as those that are needed by any homemaker. The difference between younger and older homemakers lies in their maturity level and prior life experiences. The accelerated role transition of early marriage, and frequently early parenthood, is closely associated with family instability, child abuse, and divorce. Consumer and homemaking programs at all levels should address the needs of this group.

Secondary school curricula can capitalize on the young homemaker role by structuring many phases of the curriculum in that context. This role is by far more appealing to that age boy and girl than the role of either the single parent or the working mother. Yet the skills and knowledge needed are much the same. Certainly the inclusion of an awareness of the possibility of marriage in the near future should be a criterion of effective curricula. Courses such as Preparation for Marriage, Parenthood Education,

Education, Child Care, Food Preparation and Nutrition, and Consumer Education provide the content to address the needs of future young homemakers.

Adult short courses for young homemakers that are designed to meet specified needs would be another criterion of effective curricula. These courses exist in many agricultural states in conjunction with young farmer programs and also in urban areas where age is not an organizational factor. Child care, consumer education, clothing construction, and food preparation are frequently in demand in area vocational-technical schools, as well as through other delivery systems. The out-of-school young homemakers, both male and female, recognize their needs and will enroll in adult classes available to them.

Aging persons are yet another socio-economic concern and will continue to be with the longer life span. Slightly more than ten percent of the population in 1975 were 65 years of age or over (U.S. Bureau of Census, 1976). Past generations dealt with the aged in an extended family context. Presently grandparents are more apt than not to live in their own homes, retirement complexes, or nursing homes. Consumer and homemaking education can address this socio-economic condition by offering special classes that appeal to this age group and by including the needs of the elderly in curricula. These are two criteria by which programs could be evaluated.

Special courses for the elderly could include nutritional needs, food preparation, and crafts such as refinishing furniture, knitting, ceramics. An innovative program found in several large urban areas has trained the elderly to be child care aides. This provides income as well as a sense of self worth. Frequently programs for this clientele are housed in nursing homes, retirement complexes, and special centers maintained by Councils for the Aged. Mobile units have been particularly effective in carrying programs to the elderly. However, it is not so much where the classes are held but how the content meets the needs of the elderly.

Teenagers and young adults can profit by learning about the problems of the elderly, as well as how to cope with an aging grandparent and how to plan for that stage of the life cycle. An effective curricula will contain these factors in the study of nutritional needs of various family members, the emotional support and interaction between two persons of differing generations, health care, and housing. Future Homemakers of America chapters frequently have projects related to the elderly. Such projects are evidence that the curriculum is addressing this concern since FHA is an integral part of the total program.

An innovative program is described by Norman and Smith (1975, pp. 35-37) who used a vocational home economics class "Companion to the Elderly." The course was taught over two terms. The first term was spent in the classroom where the students learned about the last stage in the life cycle in terms of physiology, psychology, and social and cultural characteristics. Students also acquired skills in food preparation and simple housecleaning, banking procedures, food shopping and running errands. In the second term, students were placed in voluntary jobs at senior citizen centers, convalescent homes and private homes.

The inclusion of a similar course in a consumer and homemaking program would be evidence that this particular target group is being addressed.

The handicapped is a minority group in our population that was ignored for so long that providing education and services for them has almost become a national obsession. Yet only 10.6 percent of persons of all ages possess limitation in major activity whereas 85.9 percent have no activity limitation (U.S. Bureau of Census, 1976). One would assume that 3.5 percent of the total population possess a minor activity limitation. The proportion of children appears to be slightly larger than that of the total population. Gerheart and Weishahan (1976, p. 18) report the estimate of handicapped children in the United States is between 11.2 and 16.4 percent of the population with 2.5 to 7.0 percent being mentally retarded or having a learning disability. The proportion of disadvantaged and handicapped students enrolled in public schools is thereby relatively small. Yet with the mandates of legislation and the humanistic commitment of home economics, criteria to assess the effectiveness of curricula and of programs must include meeting the needs of the handicapped.

Mainstreaming of these students is a concept that should be reflected not only in the curriculum materials but also in the classroom. Individualizing instruction is the apparent answer and that does not mean programming but directing learning experiences that are tailored for the students in the class. Curriculum materials would include textbooks and references at different reading levels; activities that reflect different expectations and standards such as minimum for the less able and maximum for the more capable; a variety of audio and visual materials that provide for the new slow learner, the poor reader, the visually handicapped, the deaf. Evaluation techniques would include more observational devices for affective behavior and psychomotor skills than paper-pencil tests for assessing cognitive objectives.

Handicapped adults have been even more neglected than secondary students since mainstreaming is relatively new. Furthermore, adults may have become physically handicapped after completing school. A comprehensive consumer and homemaking program will include course offerings designed to assist handicapped persons in managing household tasks, caring for themselves, and adjusting to the changes in their daily life.

Low income and/or disadvantaged persons made up 12.3 percent of the population in 1975 (U.S. Bureau of Census, 1976). Non-farm families of four with an income of less than $5,500 were classified at the proverty level. It can be assumed that most of these groups were culturally as well as economically deprived. Probably many were members of a minority race.

Curriculum materials that have a middle-class and frequently white orientation do not reflect the needs of the culturally disadvantaged. Learning packets which are currently being utilized, all too often contain wording, references, and activities that are not flexible enough to be effective with disadvantaged students. Certainly one criterion should be that there are alternative learning experiences that would meet the same objectives and thereby provide for individualizing instruction.

Adult homemakers, both male and female, that are disadvantaged are being served by various groups such as the Cooperative Extension and special projects funded with revenue sharing funds. Consumer and homemaking programs should be reviewed to determine their contribution. Offerings should contain practical information presented in a manner that can be immediately applied to everyday living problems. The courses should be taught in centers convenient to the clientele since frequently they are reluctant to attend meetings in a school building. Content that is needed most by disadvantaged persons includes nutrition as related to meal preparation and feeding a family on a low income, child care and parenting, and management of resources.

Correctional institution inmates are found in prisons, "half-way houses" and restitution or rehabilitation centers. They may be alcoholics or drug offenders as well as convicted criminals. Those ready for probation or in a half-way house or in a work-release program have specific needs that consumer and homemaking programs can help meet.

Criteria for evaluating effectiveness of curriculum content should be the inclusion of consumer education, personal relationships, and nutrition as related to their specific conditions. Coping skills, value clarification, and self-concept should be included in these three content areas. Although any phase of education, as well as life experience, contributes to these areas, consumer and homemaking education can and should play a significant role. Coping is defined as an action that enables one to adjust to environmental circumstances to get something done; coping skills for these inmates include managing money, maintaining desirable food habits, and relating to family and to people in the outside world. Value clarification occurs in many persons without conscious direction but infrequently in persons on the verge of release from an institution. Consumer and homemaking teachers who have a background in psychology and human development use their expertise to assist persons to clarify and place in a hierarchical system their personal values with which they can begin to make deliberate choices. Techniques used in value clarification deal with situations involving facets of everyday living such as family, love, sex, money, work, death, religion, and, for these inmates, changed behavior as related to the specific reasons for being in an institution. Crafts are also important to include since the making of items can contribute to monetary gain and improving of self-concept. Improving personal appearance is an equally significant focus. Consumer and homemaking programs can assist correctional institution inmates to become employable and ready to acquire occupational skills in order to earn a living.

It goes without saying that these programs must be taken to the prisons or centers that house these persons. The national evaluation should include an assessment of the number and quality of this type of program.

Competencies Essential for the Homemaker

If the major purpose of consumer and homemaking programs is preparation for the occupation of homemaker, then the competencies needed should be a basis for determining effectiveness. These competencies would apply to a greater or lesser degree whether the clientele were teenagers or adults, men or women, and whether they were teenage parents, single parents, working mothers, young homemakers, aging persons, or handicapped or disadvantaged persons.

Those competencies that seem most essential in terms of current socioeconomic conditions are parenting, maintaining interpersonal relationships, developing coping skills, managing financial resources, and meeting nutritional needs of the family. This list is certainly debatable and omits several of the traditional homemaking skills such as clothing construction, home decorating and furnishings, and to some degree food preparation. Value clarification is an important thread that runs throughout all competencies needed by homemakers including "stitching and stewing."

A study reported in 1971 revealed that the category of competencies most often expected of wives and mothers was classified as child care and family and community relationships with the second category pertaining to management of resources (Cross et al., 1971, p. 11). The rank order of the categories of more specific competencies was as follows: community relationships, housekeeping, clothing selection, family resources management, family relationships, child relationships, clothing maintenance, child guidance, and health and physical care of children. Food preparation, nutrition, and clothing construction were categories mentioned less frequently as were decorating and home furnishings. Management appeared in clothing selection and management, consumer practices and meal management appeared under food, and housekeeping and maintenance appeared under housing and a separate grouping which contained buymanship and home management as well as financial resources management.

A similar study done by Johnson (1975) revealed that responsibilities often assumed by young fathers could be categorized as care and nurturing of children. A second group of responsibilities involved cleaning and maintaining the house. Shopping for food and meal preparation were other tasks that were frequently reported. A study of the single man who maintains a household would most likely reveal a pattern similar to the female homemaker's.

Criteria seem to emerge from the competencies identified in these two studies and also appear obvious from current socioeconomic conditions which consumer and homemaking programs should and do meet. Probably the greatest deterrent to effectiveness is the reluctance of teachers, supervisors, teacher educators, and curriculum experts to relinquish part of the traditional curriculum in order to address new phases and/or additional clientele. For example, if a teacher has the same number of students and male enrollment increases, then the number of female students declines. An analogy can be made of enrollments and curriculum content. When consumer education became a legislative mandate and new curricula were developed, then other content areas lost their prominence. Yet if consumer and homemaking curricula meet the criteria of effectiveness as indicated by the 1976 Amendments, foci must again be adjusted.

Parenting is the most crucial of the homemaker's responsibilities and ideally should be shared by both parents. The fundamental core of parenting is the emotional nurturing of the child which includes affection, child-parent relationships, guidance of behavior, and establishment of ethical and moral values. Parenting also includes health and physical care of a child, prenatal and postnatal care, and providing food, clothing, and shelter.

An effective curriculum would have parenting as a major focus in materials and offerings, would be available at all secondary grade levels and at the adult level, and would include both males and females. The emphasis would be on emotional support, relationships, and guidance. Experiences with children would be an integral part of the curricula in a play school, a nursery, a kindergarten, or an elementary school. There would be a major emphasis on teenage and single parents at the secondary level and on single parents and working mothers at the post-secondary and adult levels.

An ineffective curriculum would be characterized by the absence or limited inclusion of parenting, availability only at the twelfth grade level, a female-mother orientation, more emphasis on such content as layette and formula than on nurturing, and an approach including only the intact family rather than various family structures.

Interpersonal relationships are not only important in the occupation of homemaker but also in all other occupations.

The overlap into all phases of a person's life is a contribution consumer and homemaking has made but has not documented. There is evidence that many persons lose their jobs because of inability to get along with employers and/or fellow employees. It can be assumed that unsatisfactory interpersonal relationships are a major cause of family disintegration.

An effective curriculum explores all types of interpersonal relationships beginning with those that are male-female such as boy-girl or husband-wife and including child-parent, adolescent-parent, adult son or daughter-aging parent, neighbors, friends, employee-employer, and fellow employees. Another criterion would be content based on the effect of different types of family structure such as the single parent whether divorced or widowed or never married, the intact family, an unmarried couple, and a couple who have remarried following divorces. Interpersonal relationships should be included in the curricula at all levels beginning in the elementary school and the approach should be geared to the appropriate age level.

An understanding of behavior and of techniques of maintaining satisfactory relationships can be gained through study, discussion, simulated class activities, and analysis of personal experiences. One area of subject content in consumer and homemaking education is family development and contains such aspects as getting along with family, analyzing self, assuming responsibility, understanding dating and courtship, preparing for marriage. Units, courses, or modules should be included in a quality program and not left to chance for inclusion in other content areas such as foods, clothing, and housing. A deliberate inclusion in the curriculum relating interpersonal relationships to all phases of family life is highly desirable but should serve to reinforce the structured study done in a planned sequence of learning experiences.

Management of financial resources permeates all content areas of consumer and homemaking since monies are needed to purchase food, clothing, and shelter. The efficiency in managing affects relationships within the family. Values are directly related to decision making and financial management is a coping skill. If there is a priority in consumer and homemaking curricula, then consumer education must rank with or close to parenting.

An effective curriculum would contain decision making based on values, goals, needs and wants, and available resources. It would include budgeting, managing credit, purchasing housing and furnishings, the cost of owning an automobile, managing food money, purchasing clothing, insurance, social security, saving, taxes, and investments. Consumer issues and services will be an integral part of the curriculum. Managing money is another homemaking skill that can be included in curricula at all levels; the older the student the more detailed the content.

The teaching of homemaking skills, such as meal preparation, selection and/ or construction of clothing, and housing and furnishings, without considering the financial aspect is an indicator of an ineffective program. The omission of various income levels is another criterion of an unrealistic curriculum.

Nutritional needs of the family and individuals are of major concern to homemakers although more often than not they are expressed in terms of food preparation and meal management. Food is a large part of socialization in American life and snacks are an everyday occurrence for many people yet very few persons are conscious of nutritional needs including calorie intake. Gussow (1973, p. 7) reports the consumption of bottled sodas has skyrocketed - from 19.1 gallons per person in 1962 to 34.8 gallons per person in 1971. Milk consumption is declining as is the consumption of vitamin-and fiber-rich fruits and vegetables, but the per capita intake of beef with its load of saturated fat has doubled in 20 years, and the cookie market is growing twice as fast as the population. In short, the quality of the American diet has gone steadily downhill. Although rickets and scurvy are almost non-existent, there is evidence of malnutrition that is not necessarily related to economic conditions nor to lack of a specific nutrient. The Ten State Nutrition Survey in the United States (1972) indicated that coronary heart disease, obesity, dental caries, and iron deficiency are the major nutritional problems in this country. There is a lack of evidence of change in the past five years.

A realistic curriculum would be based on overall nutritional needs and specific problems of individuals. The major thread should be improving eating habits and that begins with the students in the classroom and carries over into their present or future homes. A very practical approach is to identify the physical problems that class members or their families have such as weight, skin, nails, hair, and dietary deficiency diseases and to teach nutrition in a problem solving procedure. Another is to begin with daily food intake including snacks and to do an analysis of which nutrients are lacking. A third approach is to teach nutrition as it relates to meal management which of course is a major responsibility of the homemaker. The criterion of effectiveness is relevance. An ineffective curriculum usually teaches nutrition first and fails to relate the information to everyday life. Many a student has had to memorize and repeat the nutrients, sources, and even learn about scurvy and pellagra before he or she was permitted in a unit kitchen to prepare the simplest meal.

Value clarification is a relatively new addition to curricula although without being so labeled values have been an integral part of instruction since the beginning of consumer and homemaking education. Individual decision making particularly in management of resources and behavior reactions is based on personal values.

Often in the past the teacher taught her values, or those generally accepted by the community, which were more or less middle-class. Today teachers should be attempting to assist students to understand their own values and to base their decisions on those values. Value clarification should be included in personal and family relationships, child care, selection of clothing and food, and purchase of all items. Value clarification is particularly important in decision making about jobs, mothers working, and assuming the dual responsibilities of employment and homemaking. An ineffective curriculum excludes values and personal decision making as an integral part of all instructional areas.

Coping skills, like value clarification, may be a relatively new term but the concept has been a part of consumer and homemaking education for at least sixty years. Coping behaviors include emotional responses as well as deliberate actions and unconscious reactions used to contend with everyday living situations. Although consumer and homemaking education can certainly not claim exclusive rights to assisting persons to develop desirable coping skills, it does provide a formalized system of instruction that can focus on those coping skills needed for the occupation of homemaking. Attention to one's job and hobbies is coping behavior, as is time spent with one's family. Coping behaviors may be harmful especially if just one or two are relied upon. If eating becomes a primary coping behavior, obesity is the likely result. In our culture the use of alcohol and other drugs as a coping mechanism has created a problem epidemic in scope.

Consumer and homemaking curricula should include practical application of coping skills. The inability to cope is related to both physical and emotional problems, and a homemaker needs to be aware for his or her self and also for others in the family. Coping skills are a part of management of meal preparation, housekeeping, social activities, use of time and money as well as family relations. Consumer and homemaking curricula should include coping skills in each of the content areas. Examples of desirable and undesirable coping behaviors and the probable results of each should be included. The homemaking skills such as housecleaning, meal preparation, grocery shopping, clothing purchasing, laundering clothes in a manner satisfying to the homemaker become desirable coping skills. Students can learn techniques of handling or managing the everyday aspects of being a homemaker through the instructional activities provided by consumer and homemaking programs.

EVIDENCE OF EFFECTIVENESS

The national assessment of consumer and homemaking education will no doubt contain several phases and collect considerable data. This position paper has set forth the premise that the evaluation should be based on the two major purposes of consumer and homemaking: (1) preparation for the occupation of homemaker, and (2) impact on socio-economic conditions that affect the family. This section makes general suggestions to be considered in an evaluation process under the headings of student evaluations, enrollment trends, curriculum and program evaluations, contributions of consumer and homemaking education (including social services, economic value of homemaking, and employability of students), and alternate delivery systems.

Student Evaluations

Frequently vocational education programs are evaluated on the number completing the curricula and entering the work force in the occupation for which they have been prepared. If this criterion is utilized, then consumer and homemaking education is nearly 100 percent effective since very few persons, married or single, are not homemakers most of their adult lives. However, a more realistic criterion would be how well students were prepared to be homemakers. Two populations for such studies are those who have completed the program and are employed as homemakers and current enrollees in consumer and homemaking programs.

One follow-up study utilizing a random sample would assess the homemaker's perception of the level he or she had attained in each identified competency. A second suggested study would compare the effectiveness of homemakers who had completed one or more courses with those who had not enrolled in consumer and homemaking courses. A third study would compare the employability skills of employed homemakers who had instruction in interpersonal relationships, personal development, management, and parenting with those who had not received instruction. A fourth study could determine the degree to which consumer and homemaking skills taught in instructional programs have been utilized as occupational skills.

Current enrollees can provide data on relevance of programs. One phase of a study would assess effectiveness in terms of socio-economic conditions by determining what students say they have learned about single parenthood, teenage parent needs, family problems when both parents are employed, the aged, and the handicapped in the home. A second phase could assess the degree to which students think they have obtained each identified competency needed by a homemaker. A follow-up study of former students who are now homemakers would be beneficial. A third phase would determine how well the instructional program was meeting their personal needs. The populations might be those named in Public Law 94-482: the aged, school-aged parents, single parents, handicapped persons, the emotional disadvantaged, and inmates of correctional institutions. Since many consumer and homemaking education enrollees are secondary students who have their own maturing needs, they should also be asked to evaluate instruction on that basis.

Enrollment Trends

Traditionally there have been three levels of consumer and homemaking programs: secondary, post-secondary, and adult. Secondary in this classification also includes middle school or junior high. In addition there are elementary programs. For purposes of this discussion the three traditional areas will be used.

Secondary programs are in every state in the nation and almost every state has a Future Homemakers of America Association. One phase of the suggested study should be national in scope including enrollments by grade level, sex, and race; the trend for each group over the past ten years would become apparent. Current year data could be obtained from state supervisors of consumer and homemaking education. In a second phase the same data would be compiled by region to determine if there is a difference in various parts of the country and if there is, to determine the reasons for the difference. In a third phase states with consistently increasing enrollments would be compared with those with declining enrollments to determine the reasons for the difference. In a fourth phase enrollment in Future Homemakers of America would be examined.

It is only in the past decade that consumer and homemaking classes have been a part of the required curriculum for students enrolled in any occupational preparation program and even now this is not a national pattern. The first phase of a study of post-secondary enrollment would be national in scope to determine the total enrollment, the number of states which have such a requirement, and the number of programs. The second phase would analyze the data to determine if there are regional differences and the third phase would include a breakdown by states. A comparison could be made between states with large and small enrollments to determine the reasons for the difference.

Adult programs have not tended to be comprehensive but have contained specialized short courses from which the homemaker could choose. A study of enrollment should reveal trends from year to year, state by state, course by course, and by sex, age, and socio-economic level. Enrollment data do reveal effectiveness especially when the courses are elective; persons tend to enroll in those offerings that possess relevance for them.

Curriculum and Program Evaluations

A curriculum has been defined as those instructional experiences planned and carried out by a teacher to achieve specific goals or instructional objectives. Evaluation of a curriculum can be accomplished in several ways among which are follow-up studies of student performance, current classroom practices observed on site visits, and a study of guides and/or programs of work. Most states and many local school districts have printed curriculum guides. In addition a teacher has a yearly program of work.

A study of current state curriculum guides would provide evidence of whether or not the mandates of the 1976 vocational acts are the basis for the suggested program. Practices observed on visits would give further indications and the yearly program of work would reveal proportions of time spent in each area of consumer and homemaking.

Priorities at the secondary level should be parenting focused on teenage parents, management of resources and consumer education, food and nutrition, relationships, value clarification, and coping skills. Instruction should include various family patterns and income levels. There should be evidence of mainstreaming the handicapped and disadvantaged by individualizing instruction. The offerings should be varied at all levels and comprehensive yearly programs should include several subject matter areas. Suggested resource materials should be varied and written for different reading levels. The major proportion of the program should be based on essential competencies rather than the less essential clothing construction, crafts, and home decorating. Even a major proportion of food preparation would be questionable. A final suggested criterion would be that programs were equally available and attractive to both boys and girls.

Post-secondary consumer and homemaking programs are usually less comprehensive than secondary and more often than not focus on consumer education, family living skills, and employability. Programs and curriculum guides might be evaluated on the relevance for young adults who are preparing for employment or considering marriage or who may already be married and have or soon will have a paycheck to spend. An effective curriculum would be practical, immediately applicable, and lacking a middle-class orientation.

Short courses for adults are usually for development of a specific homemaking skill and/or for recreational purposes. One priority for evaluation should be special courses for the disadvantaged, the handicapped, and correctional institution inmates. A second priority would be parenting including child care and parent-teenage relationships. Meeting nutritional needs and food preparation would be a third priority area. Variety, applicability to everyday life, and self-fulfilling nature would be other criteria.

Contributions of Consumer and Homemaking Education

Three threads that have run throughout this position paper and may be considered contributions of consumer and homemaking are social services, financial worth of homemaking, and employability characteristics fostered by instruction.

Social services can be viewed from the standpoint of people served such as the elderly, the handicapped, institutional inmates, and economically deprived homemakers. A compilation of data of special groups for which programs have been provided would enlarge the scope of consumer and homemaking.

One answer to how consumer and homemaking can contribute to society was given by Spitze (1977, p. 7). Much of the impact that home economics can and should have in helping to solve today's social problems and to direct societal change in areas such as population, world food supply, environment, energy, roles of young and old women and men, residential patterns, and attitudes toward work and leisure will come through the interaction of secondary teachers with students in home economics classes and youth organizations. Many people today are speaking of education for survival, for responsibility, for morality, and for a healthy environment. These categories are not separate from home economics education; home economics teachers have a strong role to play in each of these areas.

Although home economics educators cannot know with certainty what the future has in store, our profession brings us certain insights into what is likely to happen and which educational actions can be taken now to prevent future social problems from becoming full-blown crises (Trotter, 1975, p. 8).

It would be difficult to document these contributions but not to build a case for support. The subject matter areas of home economics address these social concerns. Examples are population, changing roles, and attitudes in family and child development, as well as energy, environment, and residential patterns in housing and management. The stability of the family has been equated with the stability of the nation, and if this is an acceptable premise, then consumer and homemaking have a vital role to play in preparing people for the occupation of homemaking and more satisfying lives.

Financial worth of the services of a homemaker are not always considered yet money is used to purchase these services. Parents pay when a child is placed in a day care center but a monetary value is not assigned when a parent cares for a child at home. Food and service are paid for in restaurants but no price is attached to the meal prepared at home. A case is slowly developing for the financial worth of a homemaker's work and when this occurs consumer and homemaking will obviously meet all the criteria of other vocational programs.

Nelson (1977, p. 36) built a case for the relevance of home economics as vocational education. She wrote, "the dollar value of the household work of wives is an entry that has yet to be added to Gross National Product, the national indicator of our economic well-being. If a woman is employed as a domestic worker, the value of her household work is included in computing the GNP. But if that woman married her employer, the value of her work is no longer included, even though the amount or kind of work does not change.

Ten years ago Walker and Gauger conducted a time use study of 1,400 families in Syracuse, NY, and using a typical family of four calculated the monetary value of household services. According to the measures that were worked out (if the husband only was employed), both parents would contribute $8,800 in household work to maintain the family: $7,600 by the (nonemployed) mother and $1,200 by the father. If the mother has paid employment for 15 hours or more a week, the total time contributed per year by both becomes $7,500: $6,200 by the mother and $1,300 by the father (Gauger, 1973, p. 15).

Hall (1975, p. 31) prepared a sample testimony for the court to show the financial loss to a family resulting from the death in 1973 of a young full-time employed wife and mother of one child. Using average hourly and weekly value of homemaking tasks in Seattle in 1974, she calculated a value of $130.05 per week and an annual value of $6,763.

Although the positions stated above are based on the concept of the female homemaker, the financial worth should be determined regardless of sex. Data that supports the monetary value of homemaking tasks would further support the position that consumer and homemaking remain a part of vocational education. Inclusion in the GNP is certainly not necessary but an acceptance of homemaking as an occupation that makes a financial contribution is highly desirable for consumer and homemaking education.

Employability is a term that grew in popularity following the 1963 Amendments. Simply defined it is those personal qualities that make a person a desirable employee. Work habits such as being punctual, orderly, and responsible are a component and all vocational programs attempt to develop these habits in students. However, there does seem to be carryover of these traits from preparation for homemaking to preparation for paid employment. Relationships are another component in employability for a person must work with fellow employees and with his employer. Interpersonal relationships receive major emphasis in consumer and homemaking education so it follows that these would transfer to employment. Also a person with a happy family life is a better employee. This is equally true of the worker who can manage his take-home pay. Consumer and homemaking education is attempting to increase employability through providing consumer education for students enrolled in occupational preparation programs.

Alternative Delivery Systems

Those who do not understand the purposes of consumer and homemaking have at times suggested that there is a duplication in the alternative delivery system, the Cooperative Extension Service. It is true that 4-H clubs and FHA chapters frequently operate in the same setting and sometimes the same young persons are members of both. The basic difference is that Future Homemaker activities are an integral part of the instructional program where as 4-H is not. There is more everyday continuity in consumer and homemaking instructional programs than in 4-H activities. FHA is a non-competitive organization with each member setting his or her goals whereas 4-H sponsors a variety of contests. The purpose of each program is to improve personal and family living. Perhaps a comparison of purposes and the number of hours of instruction for each of the essential competencies needed by the homemaker would provide evidence that these systems complement rather than duplicate each other.

A frequently raised issue is whether consumer and homemaking education should be vocational or general education and in that context non-vocational home economics programs comprise an alternative delivery system. A study comparing two adjacent school districts where one has a majority of vocational home economics teachers and the other has none or a small minority might reveal differences in meeting the mandate in the 1976 Amendments. Although such research has not been conducted, the writer has observed evidence of differences in these situations. One system with a majority of vocational programs offered many courses in consumer

education, child care and parenthood, and nutrition and food. A system that could be labeled non-vocational offered no consumer education with a limited number of child care and parenthood courses, but did offer food preparation as well as clothing construction and many courses in crafts. Approximately 25 percent of the students in the vocational program were male since a concerted effort was being made to alter curricula to eliminate sex bias. In the non-vocational program fewer than one percent were male. Both systems had local supervisors and held regular in-service meetings; however, the vocational teachers participated in the regional and state in-service activities and had active FHA chapters, unlike the non-vocational teachers.
If two adjacent states differed greatly in number of vocational teachers and ancillary services, a similar study of curriculum offerings might indicate the same differences as those described for the two local systems.

Organizations such as Girl Scouts, YWCA, and church groups cannot be considered equivalent delivery systems to school-based consumer and homemaking education. These organizations do provide instruction on an informal and sometimes infrequent basis whereas consumer and homemaking education is a continous and regular program in a well-established and tested delivery system. Furthermore, the purposes are somewhat different in that these organizations provide interest groups that do not focus on all the various competencies needed by the homemaker, unlike the school-based program. Neither do those organizations require that an instructor be qualified in order to conduct such programs. It seems logical to conclude that if consumer and homemaking programs are to be made available to all persons, they should be continued through the public school system and all other delivery systems should be considered supplementary.

RATIONALE FOR CONSUMER AND HOMEMAKING AS VOCATIONAL EDUCATION

The section will serve as a summary of the positions on which this paper has been based. Homemaking is an occupation. Homemaking has a monetary value. Overlap exists between preparation for the occupation of homemaking and occupations for paid employment. Therefore, consumer and homemaking education is vocational education.

Uniqueness of Home Economics

Home Economics is the only field of study that has as a central focus the home - the family - the individual. Unlike sociology, science, or economics it relies less on theory and more on applicability to current socio-economic conditions. Home economics utilizes homemaking skills as a means of teaching principles and generalizations. Home economics synthesizes basic knowledge from the physical, biological, and social sciences in both instructional content and research.

East (1975) quoted the original 1903 definition and added a phrase that through the years had been assumed. "Home Economics is a study of laws, conditions, principles, and ideals concerned with man's immediate physical environment and his nature as a social being and especially of the relationship between the two - - in order to improve the quality of daily life."

Ellen H. Richards, the first president of the American Home Economics Association (1909-1910), had the following creed: "Home economics stands for:

The ideal home life for today unhampered by the traditions of the past.
The utilization of all the resources of modern science to improve the home life.
The freedom of the home from the dominance of things and their due subordination to ideals.
The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society" (Baldwin, 1949, p. 17).

Non-Paid Vs. Paid Employment

An issue in vocational education since 1917 has been the inclusion of home economics (consumer and homemaking). The basic reason for not including it has been that a paycheck is not attached. Another reason has been the exclusion of the occupation of homemaking from the Dictionary of Occupational Titles. Perhaps a reason that permeates legislation and the classification of occupations is the traditional concept of work done at home. Societal attitudes appear to be changing as increasing numbers of men are assuming responsibility for household tasks as well as care of children. Furthermore, a majority of social and economic problems are home-based and recognition is being made of the impact parents have on both the present and future lives of children. The phrase "just a homemaker" is almost passé.

A rationale has been formulated for the monetary worth of the services performed by homemakers. Now that husbands are assuming additonal homemaking responsibilities, more services are being purchased from commercial agencies, insurance companies are paying for the value of services of a deceased wife and mother, and an awareness is developing that the GNP would profit by adding the dollar value of household work, homemaking may soon be declared an occupation. The monetary value of the household work done by a full-time homemaker with several children can exceed the take-home pay of her husband. The monetary value of a husband and wife who are both employed and share the work of the home may equal the combined take-home pay of both.

If national assessment of effectiveness includes as criteria the competencies needed by the homemaker, the results would point to homemaking as an occupation and could be so presented in the report to Congress and subsequently to the vocational education community. One decided advantage that could result from the national assessment of consumer and homemaking is that Congress would declare homemaking an occupation.

Overlap with Preparation for Home Economics Occupations

The 1963 Amendments added a new thrust in occupational education by allocating ten percent of the funds for home economics to be used by gainful employment. The monies for these programs came from the basic grant to states following the 1968 Amendments. Home Economics occupations include but are not limited to child care services, food services, clothing construction, and homemaker assistance.

Home Economics educators realized as they began to implement the 1963 Act that adults who had taken classes in party foods for their personal benefit were working as caterers and others who had taken tailoring were doing custom sewing; high school students who had learned only the entry skills for the occupation of homemaker were employed in restaurants and as hotel-motel maids. Thus the knowledge and skills that are unique to Home Economics were refocused from the occupation of homemaking to several single occupations classified as paid employment.

The same basic principles are taught in foods and nutrition for the homemaker as for the food service worker. The same clothing construction techniques are used by the homemaker and the custom seamstress. The same child care and guidance content applies to child care services and caring for one's own child. The difference lies in the setting, the level of competency required, and the scope of operation. This overlap remains a strength and a link between preparation programs for paid employment and for the occupation of homemaker.

CONCLUSIONS

Consumer and homemaking programs are designed to meet current socio-economic concerns of families and individuals in the context of preparation for the occupation of homemaking.

Consumer and homemaking curricula should be based on competencies essential for the homemaker whether male or female. Additional but non-essential skills should be made available for persons of all ages. The essential competencies are establishing personal and family relationships, caring for nurturing children, managing financial and other resources, providing nutritious food and clothing for self and family members, and creating and maintaining housing for self and others.

Evidence of effectiveness of consumer and homemaking curricula and programs should include evaluations collected from current and past students, enrollment trends, evaluations of programs at all levels, and compilations of other contributions such as money and employability.

Criteria for evaluation would come from the language of the 1976 Amendments to the Vocational Acts. These would include the target groups of school-aged parents, single parents, the aged, young children, handicapped persons, educationally disadvantaged, and inmates of correctional institutions as well as those persons who have entered or are preparing to enter the work of the home. Other criteria that come directly from Public Law 94-482 are the content emphases of consumer education, management of resources, nutritional knowledge and food use, and parenthood education. Finally and most important, homemaking should be declared a legitimate occupation.

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LEGISLATION FOR CONSUMER AND HOMEMAKING EDUCATION:

SOCIAL IMPLICATIONS

ELIZABETH JANE SIMPSON

INTRODUCTION

"Home economics ... is an applied field of study, built upon many disciplines for the purpose of achieving and maintaining the welfare or well-being of home and family life in an ever-changing society. Its uniqueness as a field of study lies in its integrative power, because it utilizes basic principles from many disciplines and applies them as a composite in solving the problems faced by individuals and families in day-to-day living." (Selma F. Lippeatt and Helen I. Brown, *Focus and Promise of Home Economics*, The MacMillan Co., New York, 1965, p. 4.)

Consumer and Homemaking Education is one of the major educational programs of Home Economics. The other is a Home-Economics-related occupational program which prepares individuals for paid employment. There is research evidence to support the statement that most of the knowledge needed for the related occupations **is also** needed by homemakers. Hence, there are strong inter-relationships between the two programs - or, more precisely, the two aspects of one program.

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Therefore, in this paper, which deals with consumer and homemaking education, the author will frequently use the term home economics as referring to the field of study which emcompasses both consumer and homemaking education and paid-employment education.

The paper is in six major sections. The first deals with the provisions of the Consumer and Homemaking Education section of the Education Amendments of 1976 and recommendations for national assessment of the program. The second is concerned with American families and related social issues and implications for home economics and home economics legislation. The third section addresses the social role of home economics education as the only educational program with focus on families and development of individuals in the context of family. Part four explicates the purposes of home economics education at the various educational levels, five deals with the direction and challenge of the field, and six reiterates beliefs and hopes about the program and explores some possible alternatives.

PART I

CONSUMER AND HOMEMAKING EDUCATION IN THE EDUCATION AMENDMENTS OF 1976

"Make home economics programs more meaningful in terms of the real problems of individuals and families in today's society." This is the clear message of the section on Consumer and Homemaking Education in the Education Amendments of 1976 (Subpart 5, Section 150, P.L. 94-482).

Program Areas

Under this Act, Consumer and Homemaking Education funds may be used for six program areas:

consumer education
food and nutrition
family living and parenthood education
child development and guidance
housing and home management
clothing and textiles

A well-rounded home economics program includes all of these areas in appropriate balance with consideration of social, economic, and cultural conditions and needs; characteristics and needs of the learners served by the program; and the newer knowledge in the six identified program areas and relevant research in the root disciplines on which they are based.

At first thought, one might conclude that there really is nothing new in this listing of six program areas in the Act. But look again! It is very clear that home economics teachers are being given an important charge to help prepare young people and adults for understanding and guiding children, particularly in the parental role. There is not just one reference to content related to children, but two: "parenthood education" and "child development and guidance." The "parenthood education" is tied to "family living." That is, children are to be considered in the context of family.

Business as usual? No and no! Home economics teachers and supervisors should thoughtfully be examining their programs to determine appropriate balances and program emphases. If less than one third of the total program of home economics in a school is devoted to family life and child development and guidance, major changes in the program are in order.

In evaluating the status of home economics in secondary, postsecodary, and adult programs, questions concerning content of the programs should be asked. Are the major identified areas of content included? What proportion of time in the program is devoted to each? This last may be difficult to assess. Teachers sometimes report "integrating" management and family relationships within traditional skill areas of home economics; in evaluating a home economics program one would wish to ascertain whether content in identified "integrated" areas was indeed included in ways meaningful to learners.

Data regarding program content collected by the U. S. Office of Education will serve as one source of information in answering questions regarding program emphases and proportion of time allotted to each area.

Participation of Both Sexes

The Act directs Consumer and Homemaking Education to "encourage participation of both sexes." At one time a program almost exclusively for girls, home economics now attracts many boys. According to data collected by the U. S. Office of Education, 23 percent of secondary school students enrolled in home economics in the United States are boys. It is interesting to note that the highest male enrollment in home economics at the secondary level is in Texas with 35 percent. Nationally, the field has a long way to go to serve both males and females in home economics programs, but the progress over the past few years is promising.

As a career field for men, home economics education would seem to offer exciting possibilities. Here and there a few brave males are preparing to teach home economics but, in doing so, they go against tradition and buck old stereotypes. However, as old notions of what is proper for males and females give way, one might expect to find a larger proportion of men in teacher training programs in home economics or teaching home economics or one of its specialities at secondary, postsecondary, and adult levels.

For evaluating the status of home economics nationally, precise figures on the enrollment of males and females categorized by state should be obtained. Additionally, studies should include enrollments of males and females categorized according to size of school; type of program (comprehensive or specialized, wage earning or homemaking-oriented); place of residence (rural, urban, size of community); student ability level and/or academic success, perhaps as defined by average grade; family income or socio-economic level as defined by currently accepted criteria; and, perhaps, social behavior. Such data, especially as compared with the general student population, would be invaluable in understanding the present status of home economics, raising questions for further research about its effect, and suggesting program direction.

Information regarding male and female home economics teachers in training and employed in the field should also be obtained. Categorization of teachers by state, type of training institution, type of preparation (general home economics or specialized area), level at which employed and nature of teaching assignment (general comprehensive home economics, specialized area(s), homemaking emphasis, wage-earning emphasis) would provide valuable information.

Such information might be particularly enlightening with respect to teachers employed in the field of home economics.

In a recent article in The Denver Post, Education Editor Art Branscombe quoted Don Shaw, health and physical education coordinator for the Jefferson County Public Schools. Mr. Shaw, addressing the Colorado Association of School Executives, cited "the fast-growing popularity of home economics courses among junior high and high school boys. Pointing out that boys have won a national baking contest for the last four years, Shaw said one boy told him the reason for the popularity of home economics courses.

'Instant success.'

If a boy in such a course starts out to make a down ski jacket, finds the sleeves too complicated and ends up with a vest, no matter - if he has an understanding teacher.

'That (home economics) may be the greatest drug-prevention program going,' Shaw asserted.

'Drug and alcohol abuse - growing problems in schools nationwide - are only symptoms of students' real problem, fear of failure,' Shaw told a [illegible] session of the annual CASE convention."[1]

Mr. Shaw's concept of home economics and its content may be limited, but he does raise some provocative questions.

Is it too bold to ask: Does taking home economics affect a young person's social behavior in certain areas? Is there a male-female difference with respect to such impact? Does the field attract or serve particularly well (or poorly) those students who exhibit certain kinds of anti-social behavior? Can it serve in warding off anti-social behavior among those identified as headed toward such behavior?

In attempting to answer such questions, it would be important to control for certain factors, such as grade level(s) and student ability and/or previous academic success.

Beyond questions that have already been raised with respect to participation of both sexes in home economics programs, it would be enlightening to follow up married couples, both of whom have had home economics (categorized by major content areas or by emphases, for example, "household skills oriented" and "relationships-management oriented"), and discover whether there is a statistically significant difference between these couples and those with no home economics, or those in which only the wife has had home economics courses, in terms of (1) family stability (2) self-rating as as to happiness in the marriage and family life, and (3) such other measures of family well-being as seem indicated by the programmatic goals of home economics. Granted, such a study could become rather complex; if well-designed and imaginative, it could yield significant information for educational programming, counseling, and legislation.

Elimination of Sex Stereotyping

"Encourage elimination of sex stereotyping" is a directive of the 1976 Act. Section 136, Subpart 3 of the Act, provides for authorization of funds "to support activities which show promise of overcoming sex stereotyping and bias in vocational education." Section 150, Subpart 5, Consumer and Homemaking Education, states that grants to states under this subpart should be used solely for educational programs in consumer and homemaking education which, among other purposes, "encourage elimination of sex stereotyping in (these programs) by promoting the development of curriculum materials which deal (i) with increased numbers of women working outside the home, and increased numbers of men assuming homemaking responsibilities and the changing career patterns for women and men and (ii) with appropriate Federal and State laws relating to equal opportunity in education and employment."

In recent months there has been a great increase in funded vocational education projects dealing with the elimination of sex stereotyping and, home economics educators have taken seriously the challenge of developing curricula geared to this purpose.

Home economics educators have sometimes been charged with contributing to sex stereotyping by targeting their programs primarily to girls and women and emphasizing a style of homemaking which places a high priority on somewhat unrealistic standards of housekeeping and the development of household skills, primarily in food preparation and sewing. Present-day home economics programs are, for the most part, far removed from this narrow concept.

It would be helpful in program planning to know how many states have developed home economics curricula which deal with the changing roles of men and women and with laws relating to equal opportunity in education and employment. It would be helpful to survey Home Economics programs at secondary, postsecondary and adult levels to determine the extent to which consideration is given the changing roles and equal opportunity laws.

Addressing Needs of Economically Depressed Areas

The home economics section of the Act directs the field of home economics to "give greater consideration to economic, social, and cultural conditions and needs in economically depressed areas," and, where appropriate, to "include bi-lingual instruction." Further, it provides that "at least one third of the Federal funds made available under this section to each State shall be used in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life."

Vocational education, including the field of home economics, has taken seriously the charge to give increased consideration to the needs of economically disadvantaged persons and those with limited English-speaking ability. For home economics, the charge, particularly that part of it concerned with the disadvantaged, is a challenge of great complexity because of the value considerations with which it is laced.

How does one effectively teach disadvantaged persons in content areas intimately tied into everyday living and value-laden? In teaching so-called "good" standards involving material goods such as home furnishings, clothing, and meal preparation and service, could one at the same time be teaching "bad," that is, disruptive and psychically damaging, relationships? For example, in realizing that his or her home situation falls short of some perceived Home Economics-approved "standard," could a learner reject his or her home and family situation or some aspect of it and could relationships within the family be affected adversely? This is not a far-fetched question but one that is very real in the home economics classroom.

There are those who have argued that if a disadvantaged person is to improve his lot in life, that is, rise on the socio-economic ladder, rejection of certain material realities of his or her everyday life and strained relationships with those associated with these realities are inevitable and even necessary and desirable. Given that some level of dissatisfaction is requisite to motivation to change, the question "What level of dissatisfaction?" must be asked and one should certainly question whether values are not somewhat awry if persons and relationships must be rejected along with things.

Fortunately, home economics textbooks are becoming less prescriptive. There is less emphasis on one "right" way of doing things, that is, one "right model. This trend should be encouraged both in text materials and in the classroom.

Many home economics textbooks have ignored families structured along lines other than the so-called "nuclear" family, described by Toffler as "a stripped-down, portable family unit consisting only of parents and a small set of children."[2] Although this is changing, most text materials also give scant attention to the large proportion of single persons in our society and the increasing numbers of elderly.

Limited attention has been given to differences in family practices related to ethnic and religious considerations.

But, for example, in the area of foods and meal service alone, such differences suggest interesting areas of content which may be used in developing understanding about meal planning, food preparation and meal service, and, concomitantly, appreciation of ethnic and religious differences and the impact of ethnicity and religion on everyday life.

If a simplistic, prescriptive "right and proper standard" mode of teaching home economics content serves to frustrate and to encourage disruption in family relationships, should the teacher then simply adapt learning to "what is" in the learner's life; i.e.; help him or her to make the best of what he or she has? This approach is not unknown in home economics or related programs. It has the merit of helping the learner cope with the realities of his or her life. Any home economics program should include coping means and skills, but it would seem undemocratic to stop there! However, parenthetically, it should be noted that mass media provide exposure to a wide variety of standards and values, albeit in a hodge-podge manner; hence, the learner is less limited than he or she might be otherwise to the "coping" mode and means presented in a teaching-learning situation with this orientation.

Faced with the inadequacies and possible damaging effects of simple prescription and the limitations of a coping approach, is there an alternative which will serve to liberate the intelligence of the learner for making his or her own considered choices and which will avoid imposing standards and damaging relationships? What and how should one teach the disadvantaged in home economics, given that the problem is very different and infinitely more fraught with value considerations than the problems of teaching subjects such as mathematics, chemistry, or geography?

In answering these questions, an important consideration is the source of authority for what we teach. Certainly, there is legal authority in laws and government regulations. The Consumer and Homemaking Education section of the Education Amendments of 1976 spells out content areas of the program and a theme of "linkages" suggests means. There is also a moral authority for what and how we teach. Derived from the basic intellectual and moral commitments of American society, such moral authority lies in the democratic ideal.[3] This ideal includes such concepts as decisions based on the informed judgments of the people, responsibility of the people for self and others, and fair treatment of and respect for the individual.

Given such authority, the needs of disadvantaged persons, and the opportunities of the home economics classroom, what should happen in the teaching of home economics?

First, a problem-solving approach

is indicated. Situations in daily life are treated as problems with values, goals, and standards considered in solution of the problems.

Let us take a simple, everyday example, the problem of setting the table for a family meal. A number of values come into play: aesthetics, conservation of time and energy, sanitation, and relationships of those to be served. Aesthetic consideration might suggest placing milk on the table in a pitcher; sanitation might suggest leaving it in the carton; conservation of time and energy might suggest the carton; consideration of relationships might bring us back to aesthetic values - or perhaps not. A class might explore these ideas along with such questions as: Might the values which guide choices vary from meal to meal? Do the "goals" of family meals vary; for example, are the goals of a leisurely dinner different from the goals of a rushed each-his-own breakfast? What are the various ways in which tables are set in different cultures and sub-cultures? Why are these differences found? What are the generally accepted ways of setting the table in our American culture? And where may we go for such information? A conclusion might be reached that there is no one "right" way but a variety of possibilities and that what is right for a given situation would depend on the values operative in the situation, the goals or purposes of the meal, and standards appropriate to the occasion. The student would be learning problem solving in everyday situations and the relationship of values, goals, and standards to decision-making. He or she would be learning responsibility for his or her own decisions. These are the teachings that would be taught for their transfer value to everyday life situations and problems.

The teaching would take into account differences in home and family situations and reasons for these differences. A sensitive teacher could do much to encourage respect for the positive elements in family relationships and "roots" rather than wholesale rejection because, somehow, what home exemplified was not quite "right."

Having personally experienced teaching disadvantaged students in all three modes, i.e., (1) prescriptive, (2) coping, and (3) problem-solving, the author is convinced, not only through an intellectual process of weighing the advantages and disadvantages of each mode, but through her own classroom experience, that the problem-solving mode is the only one which is truly effective and which demonstrates respect for the learner and his or her family. The example given is deliberately simple. Consider applications of the model to more significant problems in the life of individuals and families. Consider its repetition in many and varied situations; such repetition merits basic learning such as *how to identify and deal with problems in everyday life in consideration of individual and family well-being*.

The problem-solving mode can incorporate the textbook-approved "standard" and coping methods as ways of responding to the problem, but it is limited to neither. It serves to expand options for the learner and place responsibility for a considered choice on him or her.

Now, having discoursed on the merits of problem-solving teaching and the importance of underlying democratic values in the classroom, the author presumes to suggest that there are certain other basic values that should be preferred by the teacher and taught without apology. It is nonsense to suggest that a teacher ought not to teach values; he or she teaches values in almost every word uttered, in body language, in example, and in what he or she elects to include or omit in each lesson. Hence, the teacher needs to weigh carefully all that he or she says and does in the teacher role. Teaching about values that are highly personal and changing, such as those associated with material resources and their use and notions of what is aesthetically pleasing, is one thing. Teaching which deals with values such as responsibility to self and others; human growth, development, and well-being as objective; and communication among human beings to enhance relationships is quite another!

These are values that are more than fads or transient fashions in a changing world; these values speak to human needs across time and cultures.

Other examples include nurturance and development of family members as a purpose and goal of family life, and family life itself. These constant values have endured over time even though demonstrated in different ways. To equivocate about these would seem irresponsible.

In teaching the disadvantaged (and others), then, certain transcending values may be taught for their proven utility and "goodness" over time and across cultures. The test of such values is their proven utility and goodness over time and across cultures. The task of identifying these values is perhaps less difficult than it might appear to be. It is improtant not to confuse these basic values with their expressions which do vary and which cause us to face many problems in our day-to-day lives.

In economically depressed areas, all content areas of home economics would be taught with the proportion of time allotted to each according to need, not according to ephemeral student interests. In terms of need, special attention should be given to consumer education, parenthood, nutrition, care and guidance of children, preparation for the dual role of homemaker-wage earner, management decisions, home environment, and personal development and family relations. Linkages with other agencies providing education in one or more of these areas should be made in order to enhance opportunities for learner growth and development.

In designing new legislation for consumer and homemaking education, consideration should be given to the mandating of method, or process. Could the legislation specify that "emphasis should be given problem-solving methods which both avoid simplistic prescription and show respect for the learner and his or her family of origin?" There is precedent for mandating method in legislation concerned with cooperative education; cooperative education is a method rather than a program.

Assessment of home economics programs, with emphasis on disadvantaged students, should take into account how students are being taught as well as what content is included. Are problem-solving methods being used? Are students being exposed to a variety of options as against a prescription? Are they being made aware of value and goal bases for choices? Are they simply being taught to cope, assuming that their way of life will never change? Are the enduring values, such as respect for persons and property, being incorporated in meaningful ways?

Other questions to be considered include: To what extent is home economics reaching those in economically depressed areas? What students are being reached, at what level, and in what kind of programs? Is bi-lingual instruction included where appropriate?

Outreach

The Consumer and Homemaking Education section of the Act encourages "outreach to aged, young children, school-aged parents, single parents, handicapped, educationally disadvantaged, and programs for health care delivery, and services for courts and correctional institutions." In other words, home economics is to extend beyond the classroom to people where they are in the community. Such extended programs have been in effect for some time but the '76 Amendments stimulated expansion of such efforts both in terms of location and of those served.

The bulk of learners served in outreach programs will be older youth and adults. They may be reached by Consumer and Homemaking Education programs which are comprehensive or specialized in community centers, housing developments, correctional institutions, and the like; or, the "outreach" may be a matter of reaching out to individuals and bringing them to the school setting, perhaps at hours beyond the regular school day.

Beyond encouraging outreach, the Act specifies some groups with special needs for such programs: the aged, young children, school-aged parents, single parents, handicapped, and educationally disadvantaged. In reaching these groups, outreach programs must move beyond traditional methodologies to increased use of mass media such as television, radio, and newspapers. They must make increasing use of telephones, tape and cassette recorders, computerized instruction, and newer educational hardware and software as they are developed.

Linkages with relevant community programs will enhance learning opportunities for those who need outreach educational offerings. These linkages will be necessary to avoid unwarranted duplication of effort and to provide for complementary relationships.

In determining the status of home economics nationally, one facet of the study should deal with outreach. What outreach programs and activities exist? Whom do they serve? What is the nature of the programs in terms of content and method? To what extent have outreach activities increased since passage of the '76 Amendments?

Further, one should explore what linkages exist with other programs having some related goals. It would be interesting to discover, for example, how USDA Extension specialists in home economics work with home economics educators in the schools in places where there are cooperative and complementary relationships.

Preparation of Males and Females for the Work of the Home

"Prepare males and females who have entered or are preparing to enter the work of the home." This is one of the directives of the Consumer and Homemaking Education section of the Education Amendments of 1976.

For many women, homemaking is still the career role. For a very few men, it is the career role. Performance in this role is critically important to the physical, emotional, and mental health of family members. In considering the importance of occupations in terms of the well-being of people, surely homemaking must be at the top of the list.

A project funded by the Wisconsin Board of Vocational, Technical, and Adult Education aimed at determining what constitutes competence for the occupational role of homemaking and developing a curriculum framework based on these competencies. The project addressed the needs of postsecondary and adult learners. Courses developed as a part of this project can serve as electives for any student at the postsecondary or adult level, since all people are homemakers to some degree and could benefit from instruction related to homemaking roles. A progress report of the effort stated:

> "In the process of identifying the competencies, the more tradi-

tional approach to the field of home economics (foods and nutrition, textiles and clothing, child development, etc.) was abandoned in favor of a broader role-oriented approach which would better meet the needs of the homemaker today and in the future. The homemaker, male or female, single or married, full-time homemaker or part-time homemaker is viewed in his/her various roles as an individual, a family member, a consumer manager, and a community member. The decisions made regarding the competencies were based on an analysis of the vocation and the knowledges, attitudes and skills required for competence in the homemaker role. The identified competencies evolved over a period of time through reading, discussion, and refinement by steering committee members.

"Inherent in this approach was the basic assumption that the adult student comes with varying levels of competence. The competencies identified for the program considered the many and varied responsibilities, background, and experience of the anticipated participants."

"In His/Her Role As	A COMPETENT HOMEMAKER WILL....
...An Individual	1. APPLY KNOWLEDGE OF INDIVIDUAL DEVELOPMENT TO THE UNDERSTANDING OF HUMAN BEHAVIOR. 2. ASSUME RESPONSIBILITY FOR FURTHERING HIS/HER OWN DEVELOPMENT. 3. FORM AND MAINTAIN MEANINGFUL INTERPERSONAL RELATIONSHIPS.
...A Family Member	4. ASSUME RESPONSIBILITY FOR FOSTERING THE DEVELOPMENT OF OTHERS. 5. PROVIDE AN ENVIRONMENT CONDUCIVE TO INDIVIDUAL AND FAMILY DEVELOPMENT.
...A Consumer Manager	6. USE MANAGEMENT PRINCIPLES TO ACHIEVE PERSONAL AND FAMILY GOALS. 7. FUNCTION EFFECTIVELY AS A CONSUMER IN ACHIEVING INDIVIDUAL AND FAMILY GOALS.

...A Community Member	8. USE COMMUNITY RESOURCES IN FOSTERING INDIVIDUAL AND FAMILY DEVELOPMENT. 9. ASSUME RESPONSIBILITY AS A COMMUNITY MEMBER."[4]

(The foregoing competencies are quite broad; sub-competencies, which have been specified, relate more directly to home economics content. It is recognized that other subject areas make a contribution to achievement of these competencies. It should be emphasized that offerings within this program will be available to all students to help them prepare for more effective performance in their roles as individual, family member, consumer-manager, and community member.)

The program proposed to develop these specified competencies includes the following technical core courses:[5]

"INTRODUCTION TO THE CONSUMER/ FAMILY MANAGER

Study of the role of homemaker (male/female) as a dynamic force in society. Contributions of the homemaker to society and the complexities of homemaker roles are emphasized. The participant will analyze opportunities and responsibilities for self growth throughout the life cycle, considering his/her unique needs in relation to the homemaker role.

INDIVIDUAL AND FAMILY DEVELOPMENT

Study of individual and family development through the life cycle. Emphasis on the relationship of basic needs to the physical, emotional, mental, and social well-being of individuals as well as on the relationship of heredity and environment to growth and development. The course will include an analysis of the influence of family structures, patterns and roles on family functioning and the influence of the various stages of the family life cycle on personal and family relationships, values and goals.

CURRENT ISSUES IN FAMILY LIVING

Study of current forces having impact on the family unit and the development of strategies to strengthen the family unit. Such pertinent topics as chemical dependency, social offenses, health problems, local and federal legislation, ecology, and energy conservation are discussed. Students are alerted to community services available to assist families.

FAMILY RELATIONSHIPS

Study involves developing satisfying interpersonal relationships in the family. The course includes analysis of factors contributing to effective individual and family relationships, patterns of family interaction, and strategies for coping with life stresses. The ability to foster and maintain positive relationships within the family such as husband-wife relationships, parent-child relationships, sibling relationships and relationships with older and dependent members of the family will be emphasized.

ENVIRONMENT FOR FAMILY LIVING

Study designed to develop judgment needed for creating a favorable environment for living at all stages of the life cycle. Attention is given to a complex of housing and home furnishing considerations including social responsibilities related to housing, creating a home environment for physical and mental health and safety, factors influencing consumer choice in housing, and decision-making in housing consistent with purchasing power and resources.

NUTRITION FOR THE FAMILY

Study of food and its role in personal and family living. Emphasis is placed on the principles of human nutrition and their application to the selection, preparation and storage of food. Consideration of special diets. current trends in family eating patterns, food fads, social customs and attitudes related to foods will be included.

HOME MANAGEMENT DECISIONS

Study of the role of management in achieving individual and family goals. Emphasis is on the management of human and material resources based on clarification of values and goals at each stage of the life cycle. Societal influence on the management process, management to achieve family goals, managerial problems related to the dual role and the organization of activities in the home will be included.

CLOTHING MANAGEMENT

Study of clothing and textiles including their significance to the individual and family. Unique family needs of each family member are considered. Social, psychological, and economic factors influencing clothing selection are analyzed. Management principles dealing with care, maintenance and storage of clothing will be included.

CONSUMER STUDIES

Study of the economic welfare of the family as a consuming unit. The student will develop knowledge, understanding, and consumer skills to achieve individual and family goals."

The foregoing course descriptions are presented to illustrate what homemaking education based on the needs of individuals and families today can look like. All of the identified major areas of home economics are included. The focus is on individual development and family well-being. Threading throughout are the concepts of management and relationships.

Home Economics is an integrated field of study. A home economist draws on his or her knowledge in such areas as consumer education, food and nutrition, family relationships, child development and guidance, housing and home furnishings, home management, and clothing and textiles in responding to problems of individuals and families. Therein lies the power of the field. Most problems of individuals and families are not so simple that answers can be found in only one of the identified areas. Home economics is the only field of study with focus on the family and individuals in the context of family. It is the only educational program that brings together the various fields of study dealing with family concerns and relates them in meaningful ways in preparing young people and adults for family and homemaking responsibilities. It is the only field of study prepared to educate young people and adults in all facets of their homemaking responsibilities.

Since everyone has homemaking responsibilities to some degree, as either a full-time or part-time homemaker, everyone could profit from the special education offered by home economics. As vocational education, it prepares for the vocation of homemaking, and because much of the knowledge and skill needed by homemakers is precisely what is needed by workers in related occupations, it offers, even in its homemaking-oriented aspect, important learning for jobs in such areas as child care, foods, and clothing.

As an aspect of vocational education, homemaking and consumer education has a humanizing influence on the rest of vocational education. As a field, it is concerned with people as individuals and as family members. Indeed, the professions related to home economics are frequently referred to as the "people professions." When vocational educators work together, as they do in developing programs and in professional organizations, it is the home economics people who help make certain that concern for people in their variety of roles and relationships and with their various experiences, needs, and interests is not forgotten among concerns for identification of occupational competencies, job performance, and placement. Hard data to support these statements may be difficult to come by, but observations of vocational educators at work as groups in the field and in professional organizations provide plentiful evidence.

In assessing homemaking and consumer education programs, it is in order to ask: To what extent are males and females enrolled at some time during their school careers in courses to prepare them for their homemaking responsibilities, that is, for entering "the work of the home?" To what extent are adult learners enrolled in the homemaking-oriented educational courses and programs of home economics, as contrasted with such purely skill-oriented courses and programs as crafts, which have no family focus, and sewing, which is oriented to individual interests rather than family needs?

Are homemaking and consumer education programs up-to-date in terms of the real needs of individuals and families? Current curriculum guides developed by state and local educational agencies should provide clues. Interviews with home economics educators and teachers might be useful. It might be illuminating to visit some identified (probably by the state supervisors of home economics education) "best," "average," and "weak" homemaking and consumer education programs in representative states.

Emphasis on Consumer Education, Management of Resources, Promotion of Nutritional Knowledge and Food Use, and Parenthood Education to Meet the Current Societal Needs

In calling special attention to the areas of consumer education, management of resources, promotion of nutritional knowledge and food use, and parenthood education, the Congress has underlined their importance in meeting prevailing needs of individuals and families. The omission of family relationships is regrettable; many current social problems have roots not only in the inadequacy of parenting but in family life in general.

In assessing the status of homemaking and consumer education programs, special attention should be given to the identified areas of emphasis. Are these areas indeed emphasized in comprehensive programs? Are there special-emphasis courses or programs dealing with these areas both in the schools and in outreach programs? Who is being served by the programs?

Ancillary Services

Without appropriate ancillary services in teacher training, curriculum development, research, program evaluation, and state administration, any educational program is doomed to less than total effectiveness. Recognizing this, the Congress included provision for such services in the Act.

Quality control in the program of homemaking and consumer education, as in other educational programs, is provided through teacher education, curriculum development, research and evaluation, and administration. In particular, curriculum development in the field serves to influence quality of the program.

The state of the art in curriculum development in general is quite sophisticated, indeed. There is considerable knowledge which may be brought to bear concerning **bases for curriculum decisions**, objectives, learning experiences, content, teaching aids, and means of evaluation. Curricula in consumer and homemaking education should reflect the newer knowledge of curriculum process and substance and should be responsive to social and family conditions and needs.

In the field of vocational education, the curriculum work done under Part I of the Vocational Amendments of 1968 gave impetus to significant programmatic development.[6] Major projects have been funded in consumer education and child development and guidance as well as in wage-earning aspects of home economics. The resulting products are in use throughout the country.

Insufficient funds for the basic and applied research needed in home economics education has long been a problem. Nevertheless, there has been some expansion of research in the field, and funding through federal legislation has been an important factor.

Program specialists in home economics on state vocational education staffs have provided leadership, coordinated efforts in the field, and monitored program quality.

The one overworked but very competent and creative program specialist in home economics in the U. S. Office of Education has the support and loyalty of the field for her leadership and effectiveness in communicating with the field about developments in Washington and the fifty states. However, a staff of one in the Office of Education is woefully small considering the size of the program and the social significance of its mission.

At the very heart of development in educational programs is teacher preparation. Around the country, home economics teacher education programs vary considerably but it seems a fair statement to say that all aim at preparing teachers in terms of student needs and changing social and family conditions. Supervision of student teachers in home economics is perhaps more frequently done by specialists in the field than is true in many general education areas.

An assessment of consumer and homemaking education programs nationally must take into account the ancillary services of the field. What is the status of teacher training and supervision, curriculum development, research, program evaluation, special demonstration and experimental programs, development of instructional materials, exemplary projects, provision of equipment, and administration and leadership?

Constraints imposed by limited time and funds may make it necessary to select among the various types of ancillary services those most worthy of study in terms of their likely impact on quality of programs. The following are suggested for study in order of priority:

1. Curriculum development and teacher preparation
2. Research
3. Administration

Summary

Legislation for Consumer and Homemaking Education in the Education Amendments of 1976 should have impact on families, social services, labor, and education. The national assessment of the program may provide some hard data, along with clues suggesting further study, regarding the extent and nature of such impact.

Certainly families should be affected. There is great emphasis in the legislation on making the program relevant in consideration of the realities and needs of today's family life. Program areas stressed in the legislation should receive particular attention in the assessment. These include consumer education, management of resources, nutritional knowledge and food use, and parenthood education. If programs are working, those served by the programs should be making applications to their own lives of learning in these and other areas of home economics.

Social services for families should have closer ties with educational programs in consumer and homemaking education. Such linkages are encouraged by the Consumer and Homemaking Education section of the Education Amendments of 1976. In particular, outreach activities and programs should coordinate with and serve to complement the work of relevant social agencies. Educational programs in such areas as parenting and nutrition might reduce the work load of overburdened social agencies. For example, the "school-aged parent" programs run by home economics teachers in some cities might be expected to have impact in this way and to gain effectiveness through linkages with the agencies.

If programs in consumer and homemaking education are working, those served by the programs should be healthier and more productive workers. For example, if learning in nutrition is applied, one might reasonably expect that nutrition-related illnesses, and hence absenteeism related to these illnesses, would be reduced. If learning in family relationships is applied, one might reasonably expect family tensions to be reduced and the learner to be more productive on the job. Learning in consumer education should produce workers who not only earn but know how to manage and get the most benefit from their earnings. Learning in management should produce workers who understand the decision-making process and can apply it to real-life situations both at home and on the job.

If programs in consumer and homemaking education are working, learners also should be healthier and more productive in their roles as students. A leading specialist in social foundations of education once stated that the most persuasive case home economics could make for its programs in the secondary schools is the liberating effect its teachings might have on students.

In these days of great concern for more emphasis on the basics in education, one might well consider what we mean by basics. We mean tool subjects, to be sure. But, at least equally important are the basics of relationships, management, parenting, nutrition, consumer education!

Assessment Priorities (Summary)

National assessment priorities for the Consumer and Homemaking Education section of the Vocational Education Amendments of 1976 should include:

- o enrollments

  What learners are being served in programs?

  At what levels?

  In what types of programs (in terms of content, formal school and outreach)?

- o program-content, approaches

  What content is included?

  How relevant is content to real needs of individuals and families today?

  Are problem-solving approaches emphasized?

- o program impact

  On family life

  On individuals as consumers, workers, learners

- o ancillary services

  What is the status of teacher education?

  curriculum development?

  research?

  administration?

o linkages

How does the program in the school link with other programs concerned with home and family life?

PART II

AMERICAN FAMILIES AND RELATED SOCIAL ISSUES AND IMPLICATIONS FOR HOME ECONOMICS AND HOME ECONOMICS LEGISLATION

The American family is a continuing, but changing social unit. Its major functions today are concerned with the growth and development of its members through affection, socialization, and cultural interpretation. Because of lessened production in the home and changing form and structure, there has been some tendency in recent years to underestimate the continuing significance of the family as the basic social unit.

Novak underlined the importance of the family in an article in Harper's when he said:

> "A people whose marriages and families are weak can have no solid institutions.
> .....Every avenue of research today leads to the family. Do we study educational achievement? nutrition? the development of stable and creative personalities? resistance to delinquency and violence? favorable economic attitudes and skills? unemployment? sex-role identification? political affiliation? intellectual and artistic aspiration? religious seriousness? relations

to authority and to dissent? In all these instances, family life is fundamental."[7]

In 1973, ninety-one percent of all Americans lived as part of a family.[8] The American family has decreased somewhat in size over the years. In 1950, the average family size in the United States was 3.54 persons; in 1975, the average size was 3.42.[9] Although the husband-wife team as head of the family is most common, there has been an increase in the proportion of households headed by females.

In 1975, thirteen percent of all U. S. families were headed by women.[10] Ten percent of single-parent families with children under 18 were headed by men.[11] Divorce and separation are major and increasingly significant factors in single-headed families.

There appears to be a beginning of fathers' rights and responsibilities movement. Organizations of single fathers are presently coming to light in some parts of the country, for example, a group called Divorced Fathers for Action and Justice in Waltham, Massachusetts.[12] A landmark case decided by the U.S. Supreme Court in 1972 established the principle that a concerned and interested unwed father has constitutionally protected parental rights.[13]

That there has been a startling increase in unwed mothers is apparent from the following figures. From 1960 to 1974, the number of illegitimate live births in the United States nearly doubled. In 1960, illegitimate births represented 5.3% of all births, compared with 13.2% in 1974. Between 1960 and 1974, national statistics show a 43% increase in illegitimate births to mothers under 15 years of age and a 41% increase in illegitimate births to mothers 15-19 years of age, inclusive.[14]

In a leaflet describing a new series of filmstrips on "The School-Age Parent,"[15] the following information is given:

- "More than one million teenagers become pregnant each year.
- The number of births to young women under age fifteen has more than doubled over the last fifteen years.
- Almost sixty percent of all births to teenagers are conceived out of wedlock.
- Babies born to teenagers are almost three times more likely to die during the first year than babies born to mothers in their twenties.
- Babies born to teenagers are more likely to be born with or to develop childhood illnesses than infants born to mothers in their twenties.
- Maternal death is far higher for the teenage mother than for women

in their twenties.

- o Ninety-four percent of teenage mothers keep their babies and do not give them up for adoption or to relatives.
- o Two-thirds of all teenage pregnancies are unintended.
- o Eight out of ten women who become mothers at seventeen or younger never finish high school.
- o Sixty percent of all teenage mothers become dependent on public welfare.
- o Two-thirds of all marriages of school-age women end in divorce.
- o For school-age women who become pregnant before they are married, three out of five are divorced within six years of marriage."[16]

Implications of These Family Conditions and Changes for Home Economics and Home Economics Legislation

Implications for Home Economics of the aforementioned facts about families include:

- o emphasis on home management, including "head of household" responsibilities.

- emphasis on parenting education for both males and females, and especially for adolescent parents.
- emphasis on the rights and needs of children and the responsibilities of parenthood for young adolescents.
- realistic sex education in the context of family life education.
- increased attention to fathering - role, responsibilities, rights.

The 1976 education appears to be on the right track with respect to these implications.

Ethnic Families

In 1976, the Black population represented approximately 11% of the total national population. Sixty percent of Black families in 1976 were husband-wife headed and 36% were headed by a woman without a husband present. More than 25% of Black families had five or more members compared with 20% of all American families. The majority of Blacks are metropolitan dwellers (74.7% in 1976) with 57.5% of the total Black population residing in central cities.[17]

The median income ratio for Black compared to White families was 58% in 1974; the income status of Blacks as reflected by the income distribution of

Blacks has remained essentially unchanged since 1970. In March, 1975, about 43% of Black families had yearly incomes below $10,000 and, of those, over half had incomes below $4,000.[18]

In 1976, about five percent of the U.S. population was of Spanish origin. Over 30 percent of these families had five or more members, compared with 20 percent of all U.S. families. About 60% of Spanish origin families in March 1976 were Mexican, about 16% were Puerto Rican, 6% were Cuban, about 7% were Central or South American and 12% were of other Spanish background.[19]

Native Americans in the United States represent over 200 nations, tribes, or bands each differing in language, customs, and attitudes. Cal Dupree, Associate Professor of Native American Education at the University of Lethbridge, Alberta, Canada, speaking at the 1976 Bicentennial Conference on Vocational Education, emphasized the differences when he stated that what they have in common is Indian Fry Bread. Then, in a serious vein, he said that "Two other common factors readily apparent in most Native American groups are undereducation and poverty." He added, "I believe that vocational education has much to offer in beginning to eliminate these two demons that have been with us for over 200 years."[20]

Professor Dupree described problems of housing and health as most critical among Native Americans.[21] These are problems to which the field of home economics can respond.

Increasing numbers of Japanese, Chinese, and Filipino individuals and families contribute to the ethnic mosaic that is America. A large proportion make their homes in the inner city.

Increasingly militant in terms of demands for recognition and rights are Eastern Europeans. New on the political scene are a few political coalitions of Polish and Black ethnics.

Alex Haley's book and the stunning TV presentation of "Roots" served to raise the consciousness of all Americans to their origins. The author of this paper found herself re-reading Robert Crichton's fine novel, The Camerons, with a new sense of pride and curiosity about her Scottish "roots."

Ethnic Families: Implications for Home Economics

Recognition of, respect for, and pride in ethnic background may be encouraged in home economics classes. No program, save those directly concerned with ethnic studies, has greater opportunity for helping students understand and appreciate ethnic origins.

Working Women

In 1975, about 40% of the U.S. labor force was represented by women. The median age of the female labor force in 1975 was 35.5 years. Almost half of these female workers (45%) were married, had husbands present, and had children under 18 years of age. (The corresponding 1960 figure was 27.6%.)[22]

Over the past two decades there has been a notable change in the ratio of male to female full-time year-round workers. In 1950, for every 100 full-time male workers, 29 women worked full-time. In 1974 the ratio of full-time women to men working was 74/100.[23] The majority of working women are working for reasons of economic necessity, whether or not the husband is present.

The relationship between labor force participation and such variables as marital status and the presence and age of children has been changing. Married women with preschool children represented 12% of the female labor force in 1950 compared with 37% in 1975.[24] In 1974, 26.8 million children had working mothers. Of these 26.8 million children, 20.7 million were of school age (6-17 years) and 6.1 million were of preschool age.[25]

In 1975, black children were more likely than white children to have working mothers. Of black children under 18 years, 51.4% had working mothers compared with 42.8% of white children. The percentages of children under 6 years old

with working mothers were 48.3% of black children and 34.2% of white children.[26]

The Office of Education **reported** enrollments of children under 6 years in public and private nursery schools and kindergartens **in October, 1974, as follows:**[27]

5 year-olds:	2,693,000	
4 year-olds:	457,000	(kindergarten)
	865,000	(nursery school)
3 year-olds:	34,000	(kindergarten)
	650,000	(nursery school)

In 1974-75, the number of children receiving care in family day care centers was 8,345,000; in day care, 960,000; and in nursery school, 1,981,000.[28]

Given the numbers of children needing care, the total number of hours is significant. The traditional education system even when operating on a full-day schedule serves less than half of the "child hour" needs. The total number of hours per year needed for a child is estimated to be 2,500 (250 days per year x 10 hours per day). Schools provide 900 hours per year (20 days per month x 9 months per year x 5 hours per day for full-time traditional education).[29]

Quality of care is an important issue involved in child care. A 1972 study found that three-fifths of all centers were of poor or fair quality.[30]

Working Women: Implications for Families, Social Services, Labor, Education, and Legislation for Home Economics

As a result of the employment of larger numbers of women outside the home, family life has undergone changes. The changing roles of men and women may be traced to this cause, at least in part. Men are becoming more involved with home and family and related responsibilities. Many women are finding a new sense of personal identity and new avenues for communication with children and marriage partners. These are positive aspects of women's being employed outside the home.

For some women, there is personal stress in the dual role and resulting strain on family members. Whatever the result for families, most women who work do so for reasons of economic necessity and will continue to do so.

The need for education for home and family life for both men and women is underlined by all of these considerations. Implied is need for education which will emphasize: management, consumer education, parenting, family relationships and meeting the needs of families for food, clothing, and shelter. Legislation to support education in these areas is needed both now and in the foreseeable future.

There has been no strong voice in America to speak on behalf of the blue and pink collar working woman. Over 80 percent of working women are in this category. Vocational education, including home economics education, could provide that voice. Consumer and homemaking education in its programs should give special attention to the educational needs, including delivery system needs, of the blue and pink collar workers -- homemakers.

Opportunities for women in both traditional and non-traditional fields of employment must expand. And, the importance of such home-economics-related occupations as pre-school work and day care must be recognized by living wages for those employed in these fields.

An increasing number of pre-school and day care facilities staffed by highly professional personnel is needed so that parents may work secure in the knowledge that their children are receiving proper care. The author's recent contacts with pre-school teachers who are supervising pre-school student teachers in Madison, Wisconsin, have been illuminating. The teachers are dedicated, concerned, highly competent -- and paid so poorly that they must either have other sources of support or accept a life style of bare existence. And yet, these fine people are working with what is most precious to families and to the future of our nation: its young!

Aging Family Members

A current trend influencing families is the increase in life expectancy at birth. In 1960, male life expectancy was 66.6 years; in 1974, it was 68.2. Female life expectancy was 73.1 in 1960 and 75.9 in 1974.[31]

If the 1960's "was the decade of aroused youth, the 1970's may well belong to their grandparents. Some 23 million Americans, about 10% of the population, are 65 or over."[32]

As of March, 1975, 15.7 percent of all older persons were living below the poverty level. The majority of low income aged persons in 1974 were either living alone or with nonrelatives.[33]

Nevertheless, in discussing the end of youth culture in America, a recent issue of U.S. News and World Report pointed out that older people are becoming less poor and that in "just five years, the number of senior citizens below the official poverty level has fallen from 25 to 15 percent, compared with 12 percent for the rest of the population."[34]

The same publication stated that:

> "Another big difference is the rapidly rising level of education. A generation ago, many people over age 65 were illiterate and only 1 out of 5 had a high-school diploma. Today, 1 in every 3 senior citizens is a high-school graduate, and the ratio is expected to climb to one half by 1990, with a growing number possessing college degrees."[35]

Aging Family Members: Implications for Social Services, Labor, Education, and Home Economics Legislation

The "graying of America" has implications for every facet of American life. The October 3, 1977, *U.S. News and World Report* stated that:

> "Effects range from grade-school closings and high unemployment in certain age groups to a threat to the solvency of the Social Security system.
> .."Crime rates may decline. Many people, less burdened by the expenses of raising large families, will have more money to spend on themselves. Prevailing tastes may change in such diverse fields as music and fashion,

> long dominated by young people.
>
> '"In many respects, say population experts, the trend is likely to bring an end to the 'youth culture'."[36]

Raising the mandatory retirement age will result in longer work lives and may bring about conflicts with younger persons clamoring for jobs, although some political leaders predict that no great problems will result from deferred retirement. Almost certainly there will be increasing demand for and use of social services for the elderly.

The political "clout" of large numbers of aging is being felt as they press for legislation which will offer greater protection to the later years. There is some trend toward less emphasis on individual rights and more on the rights of the society as a whole.

Implications for education offer challenges to schools and outreach programs:

- o meeting the needs of the changing population through more study programs "where people are," through increased use of community centers and mass media which make possible study in the home.

- developing quality educational programs for delivery through extended and external degree programs.

- developing curricula based on the needs of older persons in such critical areas as consumer education, management of resources, health and safety, foods and nutrition, housing, recreation and leisure, financial aspects of aging, and relationships.[37]

- developing arts and other personal enrichment programs and activities geared to the interests of older persons.

That consumer and homemaking education has much potential for meeting needs of older persons is obvious. But, one of the greatest contributions of the field may be in helping younger persons understand, appreciate, and respect older members of the family through study and through using older persons as resources and as consultants in various units of study.

Legislation for home economics should continue to emphasize older persons as a target group of special concern.

"Empty Nests"

"The term 'empty nest' refers to that stage in family growth patterns where the launching of children has been completed. This period involves adjustments for the remaining family members in terms of time and goals.

"In the United States today, women whose children have been launched into independence have increasingly more options open and a greater number of opportunities and choices to pursue. The situation where women who had been primarily involved in family responsibilities are suddenly 'free' of that occupation has been likened to retirement and the related identity crisis which historically, mostly males experienced.

"Among the viable alternatives for women whose family responsibilities have diminished are reentry into the labor force and continuing education."[38]

The so-called "displaced homemaker" is at the empty nest stage of family life. She (in very rare instances, he) has been defined in a recent bill before the Illinois state legislature as a person who:

> "(1) has worked in the home for a substantial number of years providing unpaid household services for family members; (2) is not gainfully employed; (3) has difficulty in securing employment; and (4) was dependent on the income of another family member but is no longer supported by such income, or was dependent on federal assistance but is no longer eligi-

ble for such assistance."[39]

These are persons who, in their middle years and having fulfilled the role of homemaker, find themselves displaced because of dissolution of marriage, death of spouse, or other loss of family income. As a consequence, displaced homemakers have a greatly reduced income, a high rate of unemployment due to age, a lack of paid work experience and limited opportunities to collect funds of assistance from social security, unemployment compensation, medicaid and other health insurance benefits, or pension plans of the spouse.[40]

Some would broaden the definition of the displaced homemaker to include those women whose children have been launched and who may continue to have the financial support of a husband but find that their chief occupational role, that of mother actively caring for the needs of children, no longer exists.

"Empty Nests:" Implications for Families, Social Services, Labor, Education, and Home Economics Legislation

The term, "displaced homemaker," has connotations of frustration and some unhappiness. Families cannot help but be affected, probably in adverse ways, by a "displaced" homemaker who does not find a new and more satisfying place for herself. Since her number is growing, society is beginning to be aware of and to respond to her needs.

Some state legislatures, as well as the United States Senate, are considering legislation to provide for support services for displaced homemakers. A Senate bill includes provisions for centers, one for each state,

> "where women could be aided through the transition, where they could find legal, emotional, and job counseling. They would be 'recycle stations' to outfit the homemakers' skills to fit the work force and find new jobs to fill both the public need and theirs."[41]

Such services, combined with educational programs adapted to her needs, should help alleviate problems for the displaced homemaker.

The displaced homemaker has experiences which have relevance for coursework in home economics. Her years of homemaking have provided her with practical experience which she can relate to the theory and research presented in coursework in home economics. Of course, most displaced homemakers will be interested in education which has occupational relevance and most will need to earn while pursuing studies. Others, whose family situations are more secure and who have no special need to earn in terms of economic necessity, may wish to continue their studies in order to satisfy personal needs for growth and development, develop new avenues for communication with children and spouse, and prepare for performing more effectively as "volunteers."

Hence, home economics studies at adult, postsecondary, and university levels may be of special interest to some displaced homemakers. Outreach activities and extended and external degree programs should be offered to women in order to make possible their continued learning. Incorporated in these efforts should be the use of media such as television, radio, newspapers, telephone, tape and cassette recorders, and correspondence courses.

Image Problems of Homemakers

Sixty-three million women in the United States identify themselves as homemakers. Few positive role models for these homemakers exist and negative stereotypes abound.

Advocate for homemakers is the Martha Movement, a nonprofit national organization founded in May, 1976, by Jinx Melia, Executive Director of the organization. The Martha Movement seeks to improve the status of homemakers through public education, counseling services for homemakers and stimulation of research in depression, alcoholism, and financial dependency of homemakers.[42]

Image Problems of Homemakers: Implications for Education and Home Economics Legislation

Home economics, through its consumer and homemaking education programs, contributes to improvement of the status of the homemaker. Legislation which recognizes the importance of homemaking as an occupation, and as a role of virtually everyone, also helps.

Additionally, linkages of home economics with organizations such as the Martha Movement, which aims at improving the status of homemaking, are indicated.

Changing Family Structure

One aspect of family structure is family size. A continuing downward trend in levels of expected fertility of American women, 18 to 39 years old, has implications for future family structure. The later years for many will be spent without grandchildren and perhaps eventually without the support of immediate family.

High rates of divorce and remarriage mean that family structures are frequently complicated: his children, her children, their children, more than one set of parents and grandparents. Tensions in families tend to increase as the structure becomes more complex. Studies of family boundary ambiguity by Boss (School of Family Resources and Consumer Sciences, University of Wisconsin-Madison,

1977) tend to support the statement that complexity of structure, especially regarding family boundary and roles, is related to family and individual dysfunction.

The typical cluster of persons who live together as a household has shrunk. Few married couples live with relatives. And today one in every six households consists of one person living entirely alone. As an overall measure of the shrinking family size, the average household consisted of five persons from 1890 to 1910, then four persons from 1920 to 1950, and three persons from 1960 -- with the 1974 average dipping fractionally below 3 persons, to 2.97 persons.[43]

During the 1960's a spectacular eight-fold increase occurred in the number of household heads who were reported as living apart from relatives while sharing their living quarters with an unrelated adult "partner" (roommate or friend) of the opposite sex. One out of every four of these 143,000 "unmarried couples" in 1970 were women who had a male partner "living in." Among older men sharing their living quarters with non-relatives only, one in every five shared it with a female partner; it is likely that a substantial proportion of widowed persons living in this manner did so in order to avoid losing survivor benefits through remarriage.[44]

There are no reliable national statistics on the number of communes, which is a variant family form. Glick states that this is "partly because many of the communes are not welcome in their neighborhood and would rather not be identified in a census or survey."[45]

Recent research on "family boundaries" in family studies has focused attention on the question of what persons constitute a family. Physical presence or absence may be less important than psychological presence or absence. This whole area has significant implications for those concerned with education for family life.

Implications of Changing Family Structure for Home Economics Education and Related Legislation

Study of families and family relationships, including family structure, is an important aspect of consumer and homemaking education. When areas needing special emphasis are spelled out, as they are in the Consumer and Homemaking Education section of the Education Amendments of 1976, family relationships should be included. This need is apparent when one looks at the changes that are taking place in the family.

Home economics teachers, in valuing family life, must keep in mind that there are many variations of family life that can provide for the growth, development, and well-being of its members. Textual materials must recognize that variations exist. Teachers can deal with structure of family as one of the "problems in family life" which is value-laden and which contains elements which may not be within the control of the individual learner but with which he or she must deal.

Changing Sex Roles

Questioning of traditional views of male and female roles is one of the dramatic social changes of the past two decades. The traditional view is that males tend to be characterized by "instrumental" behaviors such as financial support and contact with the world external to the family and that females are more characterized by nurturant and expressive behaviors.[46]

As women have moved into the world of work outside the home in large numbers and men have begun to express more interest in the fathering role and in their rights and responsibilities as parents, notions of male and female roles have changed.

One group of researchers, Spence, Helmreich and Stapp, found that persons with highest self-esteem in a group of 530 college students were those men and women who viewed themselves as having high degrees of both masculine and feminine characteristics, that is, as being androgynous.[47]

Bem indicated that traditional sex typing is restricting of behavior and that androgynous people are more adaptable because they are not bound by stereotypes and labels. From her studies of human behavior, she concluded that androgynous men and women can be independent and assertive when they need to be and warm and responsive when appropriate. Feminine women were found to be restricted in 'masculine' abilities like assertiveness and independence, and masculine men were found restricted in expressing 'feminine' behaviors such as warmth, playfulness, and concern.[48]

Implications of Changing Sex Roles for Home Economics

Changing sex roles are appropriate as subject matter in the family studies of Home Economics. Boys and girls and men and women need to understand changing sex roles, underlying reasons, and the positive aspects of these changes.

Implied in the changing roles is the importance of educating both males and females for the dual role as employed person (whether or not the employment is paid employment) and as homemaker. Present legislation is supportive of this.

Violence and Child Neglect in Families

A high level of family violence, particularly child and wife abuse, exists today, along with many reported incidents of child neglect.

The Children's Division of the American Humane Association recently reported on a 1975 national study of child abuse and neglect. The study's focus was on reporting rather than incidence; hence the data may underestimate the extent of the problem.

Of the 289,837 cases of child abuse and neglect reported nationally for the 1975 calendar year, 79% of the cases were investigated and 21% of the cases' status remained undetermined. Of the investigated cases, 59.6% were found to be valid and 40.4% were found not valid. The number of children involved in reported cases was 304,329. Of the reported cases, 63% were neglect and 37% were abuse, although more than half of all reported cases were undifferentiated.[49]

Of alleged child abusers and neglecters, natural parents represented 83.8 percent (mothers, 57.7 percent and fathers, 26.1 percent); step-parents represented 6.08 percent (stepmothers, 4.95 percent and stepfathers, 1.13 percent); adoptive parents, .1 percent; paramours, 1.8 percent with males more frequently reported (1.28 percent); other relatives, 2.4 percent; and babysitters, .9 percent.[50]

The following chart shows the types of injuries and neglect inflicted.[51] Percentages of abuses are based on total abuse and percentages of each type of neglect are based on total neglect. More than one category may be reported per child.

Percentages of Reported Cases of Child Abuse and Neglect

Abuse		Neglect	
Minor physical injuries	50.3%	Physical neglect	78.1%
Sexual abuse	10.6%	Medical neglect	9.6%
Major physical injuries	2.3%	Emotional neglect	7.8%
Burns	2.6%	Educational neglect	4.5%
Congenital and Environmental, Drug Addiction	.1%		

A national study of violence between spouses showed that during the survey year, 1975, one out of six couples engaged in voilent acts ranging from "throwing something at spouse" to "using a knife or gun." When the reference period used was the duration of the marriage rather than the survey year, 27.8 percent engaged in violent acts.[52]

Increasing concern is being expressed nationally by groups and individuals about the effects of television violence on American children and their families. At the 1977 annual convention of the American Medical Association in San Francisco, a key address was presented by Dr. George Gerbner, whose research has shown that in general, families are ignored by television writers, particularly during hours when children watch. Gerbner has also found that 56% of the men and 37% of the women in cartoons are involved in acts of violence.[53]

In a February, 1977, issue of *Newsweek* magazine, a comprehensive look at the effects of TV violence on children and families included A.C. Nielsen's finding that children under 5 years of age watch an average of 23.5 hours of TV per week and that at that rate of viewing, today's typical teenager will have spent 15,000 hours watching television by high school graduation, more time than in any other activity except sleeping. Summarizing the evidence drawn from over 2,300 studies and reports on TV violence and children, *Newsweek*'s Harry Waters said the findings are decidedly negative, ranging from marked drops in children's creative abilities, increasing paranoia, and tolerance of violent behavior to perpetuation of sex and race stereotypes.[54]

Violence and Child Neglect in Families: Implications for Home Economics

Surely no facts point up need for education in family life and parenting more persuasively than those dealing with family violence. Social agencies deal with the results and have a role to play in education. But, surely, the field of home economics, through its educational programs, should take leadership in developing understanding, attitudes, and competencies which support the kind of relationship needed for the well-being and fullest development of children and all family members.

Further, home economics classes should include study of the mass media as they affect families. Developing criteria for family TV programs and evaluating programs are appropriate learning activities for a class in family living. Learning to indicate approval and disapproval to programmers is also appropriate. Simple methods of content analysis might be employed by learners in order to gain better understanding of TV "messages;" discussion of the effects of these should follow.

In considering causes of family violence, the effects of family environment and management of resources should not be minimized. The importance of these content areas in home economics is underlined.

Marital Status Trends

The single lifestyle is on the increase in America. Between 1960-75, the proportion of single women ages 18-34 increased 8.5 percent. An increase of 5.8 percent was seen for males in that age group for the same 15-year period.[55] Of all households in 1975, about 18 percent were single person households as contrasted with eleven percent in 1960.[56]

In 1975, 72.8% of all U.S. males 18 years and older were married; 66.7% of the nation's females 18 and over were married.[57] The national marriage rate (per 1,000 population) was 8.5 in 1960, 10.6 in 1970, 10.5 in 1974, and 10.0 in 1975.[58]

In 1975, of all U.S. females aged 18 and older, 5.3 percent were divorced; 3.7 percent of all males 18 and over were divorced.[59] The national divorce rate (per 1,000 population) was 2.2 in 1960, 3.5 in 1970, 4.6 in 1974, and 4.8 in 1975.[60]

Widowhood is more common among females than males. As age increases, the proportion of widows to widowers climbs dramatically.[61]

According to the U.S. Bureau of the Census, the number of primary individuals who shared their living quarters with a person of the opposite sex has approximately doubled since 1970.[62]

Seventy-two percent of the men and 48% of the women sharing a two-person household with an adult of the opposite sex in 1976 were under 45 years of age. About half of both males and females in this group reported never having been married. (Assumptions and generalizations from these data should be made with caution, however, especially in reference to the relationships between the individuals, as these data are "aggregates which are distributed over a spectrum of categories including partners, resident employees, and roomers.")[63]

Implications of Marital Status Trends for Home Economics Programs

Implications for home economics may be seen in the fact that there is an increasing number of single people, many of whom are living alone. Attention might be given to content such as:

- myths and realities of the single life style.
- managing resources when one lives alone.
- meeting needs for companionship and emotional support.
- special consumer problems of the single, for example, buying food in small quantities.
- selecting a place to live.
- nutritional problems when one lives alone.

Singlehood should be neither glamorized nor demeaned. It is one of the alternative life styles and should be presented as such.

The subject of marriage is appropriately included as important content in homemaking and family life courses. Emphasis should be on the problems which are real in marriage today.

At the adult level, courses especially geared to the needs of widowed and divorced persons might be offered through home economics or other agencies with home economics support and linkage.

"Alternative" life styles and partner arrangements should not be ignored. They could be considered in terms of advantages and disadvantages, underlying goals and values, and short- and long-term consequences.

In Some Recent Changes in American Families, Glick[64] suggested that the following be considered:

- The development of the contents for more practical and effective training at home, in the high schools, and in colleges about how young persons can make a wise selection of their marriage partner, how they can keep their marriage alive and healthy over a long period of time, and how they can use reasonable criteria to decide whether it is any longer practical to keep their marriage intact.[65]

- Designing a scientifically tested and appealing system for selecting a marriage partner, for bringing together young men and women who would have a much higher probability of establishing an enduring and satisfying marriage than could be expected through the almost universally haphazard system that now exists, while at the same time realizing that the rational approach must be supplemented by the strength of emotional appeal.[66]

- Acceptance by the public of the concept of periodic marriage checkups through visits to highly expert marriage counselors (when a sufficient supply becomes available), with these visits occurring in a manner analogous to periodic physical checkups that are voluntarily made, and with the visits considered urgent when a seemingly dangerous marital condition is developing.

- Continuing modernization of marriage and divorce laws, which would tend to encourage couples to take much more seriously their entry into marriage but to take not quite so seriously as some couples do the hazards of ending a marriage that is no longer worthy of consideration.

- Development of child care facilities staffed by highly professional personnel, so that more mothers can feel free to maximize the alternatives available for the use of their time while their children are growing up, provided that careful attention is given in choosing the ways in which the additional free time is used.[67]

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- Finally, programs to increase the appeal of experiencing a good marriage, including the continued collection and dissemination of knowledge about how to cultivate such a marriage, so that more emphasis can be placed on building up the positive side of married life in a period when so many stimuli that reach the public have the effect of making nonmarriage appear to be much more desirable.[68]

These ideas suggest content for study of marriage and areas of research and service to which home economics should lend support.

Adoption and Abortion

There has been a dramatic decrease in the number of healthy newborns available for adoption since 1969, due largely to an overall decrease in general birth rate and a decreasing proportion of unwed mothers releasing their children for adoption.

In 1969 when the general birth rate was 17 live births per 1,000 women of child-bearing age, 31 percent of unwed mothers released their infants for adoption. In 1973 (general birth rate: 13/1,000), 14 percent of infants born out-of-wedlock were released for adoption. Only 10 percent of unwed mothers released their children for adoption in 1975.[69]

The majority of adopting families are two-parent families and with decreasing numbers of healthy young children available for adoption, some agencies are limiting adoptions to those two-parent families without children or those with only one young healthy child. Single parents are the nation's smallest identifiable group of adoptive applicants and many agencies refuse placements with single parents except for older or hard-to-place children.[70]

An Urban League study reported in the Washington Star concluded that ninety percent of black children born out of wedlock are retained, by informal adoption, by the extended family. The report concluded that "one of the key functions performed by the black extended family is the informal adoption or foster care of children by grandparents, aunts, uncles, and other kin."[71]

Many unwanted pregnancies end in abortion. According to 1974 data, abortion is the most frequently performed surgical procedure in the nation. It is estimated that, in 1976, over 1.1 million legal abortions were performed nationally. The total U.S. abortion rate (abortions per 1,000 women aged 15-44) was 16.6 in 1973 and 23.3 in 1976.[72]

Only 26% of patients obtaining legal abortions in 1975 were married at the time of the procedure. One-third of women obtaining abortions in 1975 were teenagers. In 1975, of all pregnant teenagers under 15, more obtained abortions than gave birth.[73]

Implications of Adoption and Abortion Facts for Families, Social Services and Home Economics Education

The foregoing facts again emphasize the need for family life education which is realistic and comprehensive. Facts about adoption and abortion must be considered in relation to the whole of family life. Adoption, formal or informal, may be a very happy thing for the adopting parent or parents and for the child. Some adoptions, particularly so-called "informal" ones, may precipitate problems in the areas of family finances, household management, relationships, home environment, and nutrition.

Unwanted pregnancies and abortions are not unrelated to the increase in adolescent sexual activity. Family life and sex education as well as teenage parenting courses are warranted in light of the following data.

A nationwide study at Johns Hopkins in 1971 found that 28% of women 15-19 years of age had some coital experience and that over half of these women failed to use any contraceptive during the most recent intercourse. Eighty-four percent of these women did not want to become pregnant. Only 20% of these sexually active teenage women used any birth control consistently and of the 80% who did not, eight out of ten thought that they could not become pregnant. Thirty percent of teenage women engaging in premarital intercourse do become pregnant.[74] And, for many, abortion is the way they take out of their dilemma.

Home economics educators have been actively involved in special programs for teenage parents, both as teachers and as consultants. Linkages with relevant social agencies are in place but perhaps need strengthening.

Parents are ahead of the educational agencies in many communities in terms of supporting realistic sex education. What resistance there is nearly always gives way when parents are fully informed and involved in decisions about programs. That is to say, parent education and involvement should be part of sex education and of family life education.

Sex education belongs in family life education taught by those trained in the field. The only teachers in the public schools who can be depended upon to have received training in all aspects of family life, including family relationships, are the home economics teachers.

Economic Factors Affecting Families

The changes in median money income for families per year are shown below. The 1975 figures are not strictly comparable to the 1960 figures due to revised procedures.

Median Money Income of All Families[75]
(Current Dollars)

All	
1960	$ 5.6 thousand
1975	$13.7 thousand
White	
1960	$ 5.8 thousand
1975	$14.3 thousand
Black and other	
1960	$ 3.2 thousand
1975	$ 9.3 thousand

Median Income of Persons[76]

	1960	1975
Male	$4.1 thousand	$8.9 thousand
Female	$1.3 thousand	$3.4 thousand

Among the 3.7 million families headed by women workers, 20 percent had incomes below poverty level in 1973. The corresponding figure for the 2 million women workers of minority races who headed families was 33 percent in 1973.[77]

A primary economic pressure on female family heads and other women is the widening gap between male and female workers' earnings. In 1956, fully employed women's earnings were 65% of men's earnings. In 1970, the corresponding difference was 59% and in 1973, women's earnings were 57% of men's earnings.[78] Comparing the median incomes of full-time working female headed families and husband-wife families where the husband is the sole earner and working full-time, the 1973 figures are $8,795 and $13,675 respectively.[79] In 1973, nine percent of all U.S. families lived in poverty. Almost one-half of these low-income families (45 percent) were headed by women.[80]

In black husband-wife families, working wives' earnings contribute proportionately more to family incomes than in white husband-wife families. In 1972:

black husbands on the average, earned	$7,349
black wives	$4,014
white husbands	$9,996
white wives	$3,932

The higher proportionate contribution of black wives was due to the higher percentage of black women working full-time.[81]

In 1972, the husband was the sole earner in only 36 percent of husband-wife families.[82] "The earnings that women make and contribute as part of family income enable many families to significantly increase their standard of living..."[83] In 1973, white working wives' mean earnings accounted for nearly one-third of total mean family income. For full-time working wives of all races, their income accounted for 38 percent of family income.[84]

In 1960, 18.1 percent of all families were living below the poverty level. Slightly over ten percent of families lived below the poverty level in 1970, and 9.7 percent in 1975. With regard to persons below the poverty level, 9.7 percent of all white persons fell under the level in 1975, compared with 31.3 percent of all black persons.[85]

In 1960, .8 million families with dependent children and in 1975 3.6 million families with dependent children received public assistance. In 1960, 3.1 million individuals with dependent children were recipients of public assistance; the corresponding figure for 1975 was 11.4 million individuals.[86] In 1960, there were 4.3 million recipients of the federal needy families program compared with .8 million recipients in 1975.[87]

In an article on "The American Underclass" in a recent issue of Time, the editors pointed out that

> "The proportion of the nation officially listed as living in poverty has dropped since 1959 from 22% to 12%. One of America's great success sagas has been the rise of many blacks to the secure middle class. Today 44% of black families earn $10,000 or more a year. More than 45% of black high school graduates now go on to college. Though some discrimination persists, more and more nonwhites are seen in at least the junior management ranks of banks and corporations and government, where they are moving up."[88]

The editors of *Time* continued:

> "But the new opportunities have splintered the nonwhite population. The brightest and most ambitious have rapidly risen, leaving the underclass farther and farther behind -- and more and more angry. While the number of blacks earning more than $10,000 is expanding and the number earning $5,500 to $10,000 is shrinking, almost a third of all black families are still below the poverty line, defined as $5,500 for an urban family of four (only 8.9% of white families are below the line)."[89]

They added, "It is the *weakness of family structure*,[90] the presence of competing street values, and the lack of hope amidst affluence all around that make the American underclass unique among the world's poor peoples."[91]

The following chart presents data concerning unemployment rates for males and females. The figures were approximately the same according to newspaper stories in August of 1977.

Unemployment Rates, 1960 and 1975[92]

Total U.S.	1960	1975
unemployment rate	5.5%	8.5%
white male	4.8%	7.2%
white female	5.3%	8.6%
total white	4.9%	7.8%
black & other male	10.7%	13.7%
black & other female	9.4%	14.0%
total black & other	10.2%	13.9%

Although the most disadvantaged are faced with problems of overwhelming magnitude, other segments of the population face economic problems which are also of compelling concern.

The blue collar sector of the work force represents approximately 35 to 60 percent of the total American work force depending on how one categorizes occupations. A 1970 memorandum prepared for the U.S. Secretary of Labor gives one serious pause.[93] It called attention to the following:

- When his children reach their teens and family budget costs are at a peak, the male breadwinner in the blue-collar family reaches a plateau in capacity to earn by promotion or advancement.

- His expenses continue to rise, as the last children are born, as they become homeowners, as car and home equipment pressures mount, as the children may become ready for college, or as support is needed for aging parents. Hence, there is a severe economic squeeze on the family.

- Faced with his financial problems, he may moonlight on a second job (and thus spend more time away from his family) or his wife may seek employment outside the home (if she hasn't already done so).

- He pays high taxes but may feel that he is short-changed in return. He is barely keeping his head above water financially, but does not qualify for government programs for the disadvantaged.

- In many instances he cannot afford to send his children to colege, and they do not qualify for special educational opportunities targeted at the poor.

- His family, particularly in the city, lives in fear of violent crimes.
- He experiences fears related to class status. (Many of these workers are immigrants or sons of immigrants who feel unsure about their place in the mainstream of American society. As minorities move up, they tend to squeeze many of these people with respect to jobs, residence, or schools.)[94]
- As taxpayer, he supports programs for the disadvantaged, e.g., medical aid, housing, job training, and legal aid, but with no visible share in the programs. Yet, his wages may be only a notch above welfare payments.
- It is likely that he has no education beyond high school; hence, he has limited leverage to change occupations.
- He may feel a lack of status in his work and may find it tedious and boring.

Whereas the foregoing statements are true of many blue-collar and lower eschelon white-collar workers, it is only fair to point out that some blue-collar, particularly skilled, workers enjoy relatively high wages and standard of living.

A 1977 book on pink collar workers gave increased visibility to women in service occupations who are the counterparts of the blue-collar (at the present time, primarily male) workers. The following table[95] shows the occupations included in "pink collar" and the proportion of women employed in each occupational area.

Percentages of Women Employed in Pink Collar Occupations

Occupation	% Women 1975	% Women 1962
Registered nurses	97.0	98.5
Elem. school teachers	85.4	86.5
Typists	96.6	94.8
Telephone operators	93.3	96.3
Secretaries	99.1	98.5
Hairdressers	90.5	88.1
Waiters & Waitresses	91.1	88.1
Nursing aides	85.8	75.2
Sewers & stitchers	95.8	94.1
Private household workers	97.4	97.3
Homemakers	99.9	99.9

In March, 1977, Ms. magazine carried an article on pink collar workers. The following quotation from the article may shed some light on the position of pink-collar workers in the American labor force:

> "We have heard a great deal about the plight of the blue-collar worker...in part because most of those workers are males. The few women in blue-collar professions are actually better paid than many if not most of their salaried sisters. But to raise the concerns of women working in traditionally female jobs is not to denigrate the problems of male workers. In fact, the threat of competition and absorption by women's cheap labor is a crucial factor in keeping many male workers in their place. For the sake of all workers, we need to look at the problems of that majority of women now working in the pink-collar ghetto; a number of us that is growing more numerous, better educated but less well-paid as the service sector of the economy increases..."[96]

Inflated prices, high taxes, and desire for certain material goods deemed important to the "American way of life" have most families today worrying about finances to a greater or lesser degree. Upper middle income families may appear to have it "made," but when children start to go to college real strains appear.

An attractive, middle-aged couple attended the annual "Family Day"[97] of the School of Family Resources and Consumer Sciences, University of Wisconsin-Madison, last spring. They were the parents of a sophomore in the School and of three other children enrolled in universities. They confided that their combined incomes of approximately $60,000 a year simply could not cover the attendant expenses and they were planning a family conference on "how to cope." Their plight was very real but they found little sympathy or means of help. Another set of fairly prosperous looking parents told of the financial problems involved in sending a talented daughter to New York for her junior year in apparel design at the Fashion Institute of Technology.

These parents and others like them frequently feel embarrassed and guilty that they are strapped for money and frustrated and angry about inflation and high taxes. They know that they are the so-called "advantaged." They are socially concerned people who want to help and to give, but at night in the quiet of their own homes, they commiserate with each other.

With respect to the question, "How much does it take for a family to live on?" an article in the *Wisconsin State Journal* reported the following, based on U.S. Department of Labor figures:

For the fall of 1976, a hypothetical family of four (including a 38 year old husband working fulltime, a non-working wife, a thirteen year-old son and an eight year-old daughter) required a yearly income of $10,041 to maintain a conservative standard of living, $16,236 to maintain a moderate standard of living, and $23,759 to introduce some luxuries into their standard of living.[98]

The following chart gives some idea of what happened to food prices over a 15-year period. Retail prices of selected items are given.[99]

Retail Price in Cents of Selected Foods

Item	1960	1975
White bread (per pound)	20.3	36.0
hamburger (per pound)	52.4	87.8
sirloin steak (per pound)	1.1	2.0
milk (1/2 gallon)	N.A.	78.5
potatoes (per pound)	7.2	13.4

Implications of These Economic Factors for Families, Social Services, Home Economics, and Home Economics Education

The preceding section clearly indicates that financial and consumer problems plague all of us! With some families, it is a matter of bare survival; with some, it is a matter of maintaining a decent standard of living through the peak years of family expenses; with some, the major stress is concerned with educating young while not losing control over income nor putting the retirement years in jeopardy. Needed are not only social services for the most disadvantaged, but financial counseling for blue, pink, and white collar families.

Individual and family financial problems are never problems in isolation. They involve family relationships, parenting, management of resources, and questions regarding the material goods of individuals and families. They relate to larger social issues concerning jobs, education, taxes, and social services. Ethnic factors may be involved. Affirmative action programs have affected the job future for some in both positive and negative ways. And, stage in the family life cycle influences needs and wants!

Family and individual financial problems are value-loaded. Notions of what is necessary and what is wanted permeate these situations.

Implications for home economics education include the following:

- Make individual and family financial management and consumer education areas of special emphasis in consumer and homemaking education for boys and girls, men and women. Coordinate with business education where the two programs intersect in financial management and consumer education.
- Provide for outreach education in these areas, working with relevant social agencies and using a variety of educational media.
- Teach financial management and consumer education in the context of family life education to facilitate applications of learning.
- Use problem-solving rather than "prescriptive" or limited "coping" approaches.

Legislation for home economics should continue to identify management of resources (including financial) and consumer education as areas of emphasis.

Other Social Problems Which Have Implications for Home Economics

It cannot be emphasized enough that home economics, if it is to provide meaningful education, must be responsive to changing social conditions and needs. It deals with the day-to-day life of the individual and the family which is profoundly affected by what happens in the social environment. Hence, it is imperative that teachers and supervisors in the field keep abreast of what is going on in the larger society as well as family life today.

Curriculum development and programs in all aspects of home economics should be responsive to conditions such as:

- o the crisis in values in many facets of our lives, e.g., the dilemma with respect to moral-ethical values related to trust in national leadership, consumer-producer value conflicts, and individual rights vs. the rights of society in areas such as sterilization, abortion, etc.

- o the energy crisis.

- o developments in mass media with all of the related opportunities for learning and development and the concomitant possibilities of mutilation of the individual through tasteless appeals to lowest impulses, through value manipulation via seductive advertisements, "images" vs. reality, etc.

- o pollution of environment

- population changes.
- increased "packaging" of foods, housing, etc., with paradoxically (or perhaps quite understandably) increased interest in crafts and "hands-on" activities.
- changing occupational requirements.
- mobility of population.
- population density in urban areas.
- tensions of modern urban life.
- persistent malnutrition even where there is affluence.
- the increasing use of computers with potential for greater efficiency and for loss of personal privacy.

These factors, in addition to those already explicated at some length, must be taken into account in modern programs of home economics.

Does this suggest that home economics is trying to take on the world? Not at all. Its special concern is with these problems and conditions as they impinge on families and individuals in the context of family life.

Implications for Home Economics Education include:

1. In consumer and homemaking education programs:

- value considerations integrated in all areas; development of "responsibility ethic."

- emphasis on such content as

  family relationships, personal development.

  roles of men and women.

  management-personal, home.

  child development and guidance; responsible parenthood.

  consumer education.

  nutrition.

  housing, home furnishings, and art related to the home to contribute to development of "humaneness."

  meeting family clothing needs.

  family health.

  aging and death.

  the home as a "learning center."

2. In its occupational aspect:

- o preparation of learners for home-economics-related occupations (recognizing the transfer value of learning in the homemaking aspect).

3. Making certain that its educational programs are available to boys and girls and men and women, both in the classroom and through appropriate outreach activity.

4. Developing a system for continuous updating of the field, a necessity and a challenge to creative action.

This last could be done in the field of home economics education. Well-developed communication networks already exist in the field. To some extent journals and professional organizations now serve the purpose. What is suggested is a more focused effort which will have impact on every teacher in every classroom.

PART III

SOCIAL ROLE OF HOME ECONOMICS EDUCATION AS THE ONLY EDUCATIONAL PROGRAM WITH FOCUS ON FAMILIES

The ultimate goal of Home Economics is to improve the quality of life for families and their individual members. It is the only field of study that focuses on total family well-being. Through synthesizing concepts from a variety of areas of family concern such as relationships, child care and development, management, consumer decisions, housing and home furnishings, foods and nutrition, and clothing and textiles, home economics addresses family and related problems and concerns in a more effective manner than would be possible through a fragmented approach.

Home economics looks both at families and at the larger society in determining direction and emphases for programs. There is increasing attention to the interrelationships between the institution of the family and other social institutions and the implications of these interrelationships for curriculum and program development.

The family serves as collector and synthesizer of material, cultural, and spiritual goods and influences. The home, in a sense, collects from our educational institutions, from religious institutions, from the economic realm, from our political system, and from our social class system. Within families, what is collected is interpreted according to the experiences, needs, interests, and values held by family members. Processes of sorting, accepting, discarding, and synthesizing take place. Ideas brought into the family setting are given meaning in terms of what the family thinks and does, in terms of what its members value and desire, and in terms of what they plan for the future.

Now, not only is the family so influenced; the family, in turn, exerts an influence. There is a two-way communication between the family and all other social institutions. The family influences and is influenced by. An appreciation of the dynamics of these interrelationships is important for those who educate for home and family life.

Of particular interest is the impact of modern technological developments on the family. The imagination staggers in considering the effects of television, artificial insemination, computers, newer life-sustaining medical procedures, pre-prepared foods and prefabricated furniture, and on and on! The responsible home economics educator must continuously add to her or his understanding of modern technology as it affects homes and families.

Direction for Programs

With consideration of the changing social scene and family life, the institution of the family and its interrelationships with other social institutions, and modern technological developments as they affect the family, direction for home economics programs for home and family life is clarified.

First, value considerations should be integrated in all areas and programs of home economics. Quoting from Focus II, a recent publication of Extension home economics:

> "Values represent the ultimate reasons people have for acting as they do. The changing patterns of marriage and family life, population control, mobility, increasing number of older families are all factors which influence the values families have. There is frequently discrepancy between what people consider their values to be and their behavior.
>
> Value clarification is an educational process to help people evaluate their values and beliefs developed in the past and to weigh them in the light of their present personal experiences and everyday life. People need to make a conscious effort to determine where they stand and why, and then use

this as a basis for decision making too."[100]

We are beginning to be more courageous in guiding our students to examine and deal with value questions. Home economics can play a unique role in helping human beings keep in touch with their own humanity.

Home economists must think in terms of systems today, not in the simplistic terms of isolated social institutions, programs, and activities. Home economists have broad training which they can use effectively in helping individuals and families understand and relate to the realities of inter-relatedness and interdependence.

Home economists can play a significant role in helping families and individuals cope with problems of inflation, scarcity, and hard choice. Home economics could lead the nation in developing a new consumer ethic based on responsibility to others as well as to self, and this could be one of the most socially significant things that home economics might do in this decade.

Does home economics have any responsibility for what is "consumed" via TV, radio, newspapers? Recognizing the impact of such consumption, can home economics educators ignore the mass media in their courses in consumer education, family life, and child development? At the simplest level, a class activity might involve developing criteria for family TV viewing and evaluating TV programs in light of these criteria, drawing conclusions, and determining applications.

As a result of the increasing sophistication of our communication technology, a new role for the home as a learning center is developing. The home as a learning center can serve the purposes of developing children's concepts of work and leisure, training young persons and adults for occupational competency, preparing older workers for new careers, developing competencies of men and women for their homemaking and family life responsibilities, serving in unique ways the career education needs of exceptional children, and promoting personal development and a sense of worth for persons of all ages.

Changing roles of women and men suggest whole new areas of content and emphasis in the family relationships area. Since textbooks have not yet caught up, the opportunities for creativity in curriculum development and teaching are almost endless.

Permeating the educational programs of home economics should be principles of personal and home management and relationships. Education for responsible parenthood and the development of a sense of responsibility for all children should be imperative in the education of all young people and adults, along with nutrition, studies of the home environment in relation to physical and mental health and lifelong learning, meeting clothing needs of family members, family health, and aging and death as part of human development and family concerns.

That is the kind of education for homemaking that can make a difference in the quality of life of individuals and families.

Education for Homemaking as Supportive of Education for the World of Work

Consumer and homemaking education supports the development of occupationally competent individuals through preparing homemakers to provide a base of operations for other family members that furthers their physical, mental, and emotional well-being. Individuals are better workers when their physical needs are met through nutritious meals, safe and comfortable home surroundings, and the like. They are more employable when the home has emphasized such values as responsibility, honesty, and pride in a job well done. They are more stable when the home has provided a sense of security through affection and mutual trust. The quality of the home foundation can make all the difference with respect to the way the family members perform in their various roles as students, friends, sons or daughters, wives and mothers, husbands and fathers, and employed persons.

Homemakers of both sexes contribute to the family's economic well-being not only through their earnings outside the home but through their skills in the many aspects of the homemaker role, their skills in selecting and buying goods and services, and their wise use and conservation of the family's material goods. Further, it should be noted that most of the knowledge and skill learned in consumer and homemaking education programs has transfer value to occupations related to home economics content.

Delivery Systems for Home and Family Life Education

Home Economics is the major delivery system for education for home and family life. It is the only field of study that focuses on all aspects of family well-being.

Its programs are not only in the schools but also in the outreach of the Home Economics Extension Service. A closer working relationship between school and extension people is desirable and, indeed, is being achieved.

Many businesses employ home economics trained persons for their expertise in consumer education. Home economists also work in the communication media, in social service agencies, and in group care situations.

Cooperation among the trained persons in all of these settings enhances opportunity for individuals to learn the knowledge, skills, and attitudes needed for family well-being.

People gain information related to home and family life from a variety of informal sources throughout life. Sometimes the information is reliable, sometimes not. And, it is generally unknown whether certain important teachings ever reach an individual through the informal means of magazines, newspapers, TV, and the like.

School programs present learning in an organized fashion and information is generally reliable. Teachings related to home and family life are too important to be left to chance and casual arrangement. The delivery of Home Economics programs through the schools (and organized outreach) is an imperative! A social imperative!

PART IV

THE PURPOSES OF HOME ECONOMICS EDUCATION

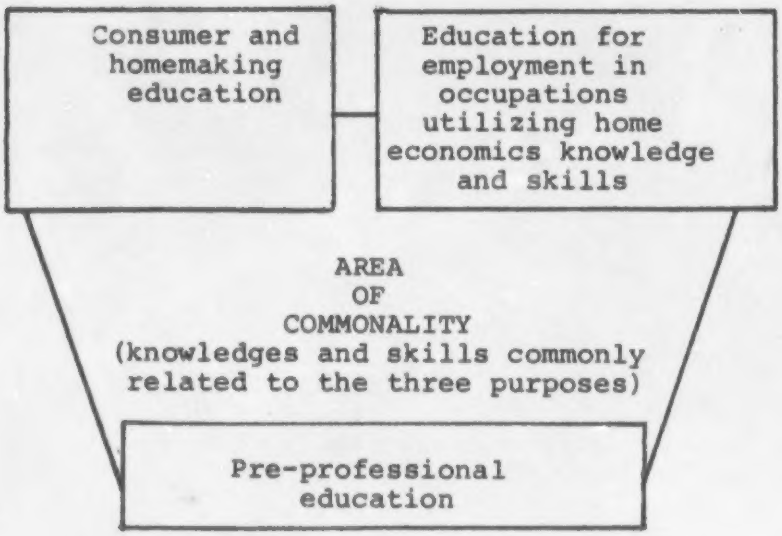
Present legislation tends to completely separate consumer and homemaking education from education for paid employment in home economics-related occupations. This is neither cost-effective nor educationally sound.

Purposes of Home Economics at Secondary Level

At the secondary level, there are three major purposes which home economics education serves: (1) education for homemaking and family life, including consumer competence, (2) education for paid employment involving home economics knowledge and skills, and (3) preprofessional education. These three purposes are related in terms of program content to achieve the purposes. There is a large body of knowledge and skills common to all three aspects, as well as certain knowledge and skills unique to each. Uniqueness is largely in terms of applications and depth needed rather than in the nature of the content. The fact of the large body of common content has important implications for curriculum development. One way of giving recognition to the commonalities is through basic courses in the middle and junior high and early high school years, with applications made through differentiated programs for homemaking and paid employment in the later years. Those students interested in professional careers in home economics or one of its specialties would, in most cases, be enrolled in regular courses. Enrichment activities to meet their special needs might be included in their programs.

FIGURE 1

The Three Major Purposes of Home Economics Education at the Secondary Level and Nature of Their Relationships.


Consumer and homemaking education
Education for employment in occupations utilizing home economics knowledge and skills
AREA OF COMMONALITY
(knowledges and skills commonly related to the three purposes)
Pre-professional education

Purposes of Home Economics at the Post-Secondary Level

At the post-secondary level, home economics is primarily geared to preparing learners for occupations of a technical nature in areas such as child care services, nutrition and food services, clothing services, and institutional and home management services. However, some post-secondary schools have associate degree programs to prepare for the career of homemaking and many have elective courses in aspects of consumer and homemaking education. These elective courses help both men and women to prepare for the dual-role of paid employee and homemaker.

Purposes of Home Economics at the Adult Level

At the adult level, program purposes are related to both homemaking and family living and occupations. At this level (as at others) it is important to plan programs geared to needs of learners rather than to ephemeral interests.

The Teacher-Preparation Level

At the teacher-preparation level, attention must be given to all levels of home economics and all facets of the program. Specialization for teaching occupationally-oriented courses is perhaps best undertaken at the graduate level.

The Elementary Level

Learning activities in home economics-related areas are frequently included at the elementary level. Nutrition is perhaps most commonly included, with aspects of consumer education close behind. Concepts are generally integrated in other courses such as health, arithmetic, and reading. One state has required that all elementary teachers take a nutrition education course which has included required home experiences as well as classroom work. A teacher preparation course which would aim at developing basic understanding in management, relationships, nutrition, and consumer education would seem desirable. The course should be taught by a home economics educator and in such a way as to prepare the elementary teachers for integrating concepts in these areas in regular school work.

The Purposes of Home Economics Education and Implications for Legislation

Legislation should recognize the homemaking and paid-employment aspects of home economics and the large area of commonality connecting the two. In the long run, a program which, in the early years makes applications both ways and divides according to major purposes in the later years, will be more effective and less costly.

PART V

HOME ECONOMICS EDUCATION: DIRECTION AND CHALLENGE

Looking to the future, it is important to re-emphasize the special role of home economics in both vocational and general education.

Role in Vocational Education

Home economics belongs in vocational education.

First, in its paid employment aspect, it prepares for occupations in areas such as child care services, food services, clothing services, and institutional and home management services.

Second, it prepares for the occupation of homemaking.

Third, it is supportive of occupational competency through its programs aimed at strengthening the homes from which workers go out to the world of work.

Further, it has a humanizing influence on the rest of vocational education.

A question that arises again and again with respect to legislation for vocational education is: Is education for homemaking vocational education? The answer would seem to hinge on the question, "Is homemaking a vocation?".

Webster's Dictionary of Synonyms defines vocation as "one's occupation or the work in which one is regularly emloyed or engaged." There would appear to be no question as to whether homemaking qualifies as a vocation in light of this definition.

Several years ago, home economics education staff members at the University of Illinois asked several prominent citizens whether they considered homemaking a vocation and, if so, what education they thought should be provided for this vocation. A number of those who responded gave permission for their answers to be shared. A few of the answers follow:

> "Of course homemaking is a vocation -- the most important vocation in the world. For home is where human beings are made, and there cannot possibly be a more important vocation than the making of a human being. And when I say 'a human being' I mean not only the children, but husband and wife are made and remade in the home. For whenever a child is born a father and a mother also are born -- or should be.
>
> It is through the home that the basic values of the culture and of the parents are transmitted to the children, and for this reason alone, it would be impossible to conceive of a more important vocation than homemaking. This, nowadays, and from time im-

memorial has fallen mostly to the lot of the female, and so it will continue to be, but what, I believe we must work toward, is greater participation of the male in this most important of the processes of living.

Because homemaking is of such basic importance the schools should provide as detailed an education in the theory (science) and practice (art) of homemaking, for both boys and girls, as it provides for reading, writing, and arithmetic, for the alphabetic and the arithmetic of human relations begins in the home, and from there extends to the whole of the rest of the world."

Ashley Montagu, Anthropologist

"It is my opinion that homemaking is definitely a vocation. It may be a full-time or a part-time vocation, but on whatever basis the duties are performed it is a demanding job that requires a wide range of knowledge and ability to do it well.

I am reluctant to prepare a single list of courses which should be taught to equip our young women for the important role of homemaking. Most of them are obvious.

What I would like to urge, however, is that every young woman, as part of her education in whatever major field of study she may choose, include courses in such areas as nutrition, the preparation of family budgets, in child psychology to assure that she is prepared for the dual role that she most frequently has in our society today -- homemaker and a careerist outside the home."

Muriel Humphrey
(Mrs. Hubert Humphrey)

"In that a vocation is a call or a summons to perform certain functions or to enter a certain career, homemaking is not outranked by any other vocation in a democracy which recognizes the home as the most important unit in our society. To be fully effective, homemaking requires the ability to nurture the family in all aspects of its living -- to provide for its physical and spiritual well-being, to foster continuing educational development, to emphasize the importance of citizenship training and of the fulfillment of responsibilities which accompany citizenship status.

Actually, today's homemakers have not one but many vocations. They must be psychologists, teachers, economists, and nutritionists. They must be guides and counselors to family members and transmitters of the central values of our culture. They must know and care about their cities, communities, the environment in which their children grow up. They must be interested in the kind of persons who represent them in the Congress, the State Legislature, the city councils, and express their preferences through the vote. Schools, health and sanitation also claim their attention. As purchasers of goods, clothing, and household supplies, they must be familiar with consumer economics in order to obtain the best and the most from the family dollar.

The homemaker's responsibilities are great. They are important to the family and to society. Women should prepare for this vital vocation as they would for other worthy callings."

Mary Dublin Keyserling
Former Director
Women's Bureau
U.S. Department of
Labor

Homemaking Contributes to the Family's Economic Well-Being

In an article in the October, 1977, American Vocational Journal, Professor Helen Y. Nelson of Cornell University discusses "The Unpriced Services of the Unpaid Homemaker". She says that:

"Though women work outside

their homes in increasing numbers, some of their years are spent as homemaker only, and all of their years include homemaker responsibilities . . .

Employment figures for 1974 show that 51 percent of mothers of school-aged children were working outside the home. Projections for the future indicate that increasing percentages of women, at all stages of the family life-cycle, will be in the labor force.

Since 51 percent of mothers of school-aged children were in the labor force in 1974 (according to the above figures), we can assume that 49 percent of mothers of school-aged children were engaged in unpaid work at home. For that same year, 56 percent of women aged 35 to 44 were in the labor force; therefore, we can conclude that 44 percent of women in that age group were working at home. Fifty-eight percent of women aged 45 to 54 were also in the labor force in 1974, leaving 42 percent of women in that age bracket as full-time workers at home . . .

The dollar value of the household work of wives is an entry that has yet to be added to the Gross National Product, the national indicator of our economic well-being. If a woman is employed as a domestic worker, the value of her household work is included in computing the

> GNP. But if that woman marries her employer, the value of her work is no longer included, even though the amount or kind of household work does not change." [101]

Nevertheless, the monetary value of the housework done by the American housewife has been computed in terms of the costs of hiring the work done. Figures arrived at vary from about $5,500 to $15,000 a year. Nelson reported that:

> "In a court case involving the death of a 32-year old mother with one child, an economic analysis was made of the financial loss representing the homemaking services and future earnings of the mother, who was not employed at the time of her death but planned to return to high school teaching in the future. The court award for the financial loss resulting from the homemaker's death was $353,000." [102]

In the case of Legare v. United States, the husband received $98,838 for the loss of his wife and her services in rearing six children who aged from a few days to 12 years. The amount was based on the value of her services at $8,500 per year for 18 years. For the loss of companionship and consortium under the wrongful death statute, he received $25,000. Total amount received by the husband was $125,000, and that was about 15 years ago. [103] A number of other court cases resulted in the husband's being compensated for the loss of his wife's services as housewife and homemaker.

It seems abundantly clear that there is a case for homemaking as a gainful occupation. The homemaker contributes to the family's economic well-being through her services and her skills. She may also contribute through her earnings outside the home. The woman who assumes the dual role of homemaker-wage earner has a particularly challenging task. The knowledge, skills, and attitudes she brings to the dual role will make a marked difference to her family in terms of their economic welfare, not to mention their emotional well-being!

Separate home economics education from the rest of vocational education and the other programs will suffer. It adds a dimension of humaneness that is important in education for work that is not simply training.

Separate home economics education from the rest of vocational education and home economics education will suffer. It has much in common with other programs that prepare for occupational competency. Separate the program and these commonalities, which should be exploited for the good of learners, will get lost.

Role in General Education

Professor Harry Braudy, at a national conference on Contemporary Issues in Home Economics stated that:

> "To find a place in general education, home economics will have to contribute to the student's ability to interpret the problems of family life in a modern technological society, and to do this it will need to select and organize the materials from the sciences and humanities that bear on these problems." 104

Home economics education has progressed toward this objective. It still has a way to go! In its emphasis on personal development and improvement of family life, home economics is education commonly needed by all. In that sense it is general education.

In programs in consumer and homemaking education, general and vocational education purposes may be served in the same classroom, even at the same time. That is, education for personal development and family life and education for the occupation of homemaking (an occupation of everyone, to some degree) may be integrated in the classroom.

Although neither choice is without some dissonance, the author believes that the best interests of learners will be served if consumer and homemaking education, as well as education for home-economics related occupations, remains as a federally funded and integral part of vocational education rather than as separate and redesigned as primarily general education.

Challenge of Contemporary Family, Social, and Economic Conditions and Needs

Faced with changes on the family, social, and economic scenes, home economics should not simply react to symptoms but should analyze causes in seeking implications for programs. And, questions of "What ought to be? What is 'right' and 'good'?" should be asked.

The field of home economics has resources within its ranks and has access to many other resources for addressing the value questions involved in taking a position with respect to family issues and the direction of family life.

Constants Affecting the Home Economics Program[105]

A great deal has been said about social and technological changes, their impact on family life, and the implications for education, for home and family living. Less has been said about the constants, those unchanging factors that affect these educational programs. The constants include:

. belief in the importance of family life.

The family is a dynamic unit with the potential for growth, development and change. Homemaking and family living programs are based on this conviction: that family life may be improved through education.

. the family function of preparing children to establish their own homes and families and thus providing for the continuation of family life.

A major challenge to home economics is that of helping to prepare young persons and adults to establish homes where their children will develop the values and standards necessary for the achievement of what is good and wholesome in life.

. family needs for food, shelter, clothing.

Concern for the family must include concern for what its members eat and wear and for what shelters them from the elements and provides an outlet for their desires to create and express themselves.

. basic human needs.

Beyond the physical needs are needs for security, affection, recognition, dependence and independence, new experience and a satisfying philosophy of life. The needs may be expressed and met in a variety of ways, but they are there in each human being. Those concerned with family life education must be concerned with the basic human needs and how they may be met in most satisfying and wholesome ways.

. the need for creative expression.

This might be considered one of the basic human needs, but it merits some special attention. The need to create a home and make it a place of beauty and order is a felt need that a home economics teacher sees expressed in gleams and glimmers or full radiance in almost every learner. The expressions vary but the desire is strong.

. the character of the home as a collector and synthesizer of material and spiritual goods.

(See Part III of this paper, "Social Role of Home Economics Education".)

. living together in human dignity and decency as a goal with which the whole world is concerned.

In our culture, the values that are basic to the achievement of this goal constitute important constants which should be kept in mind as educational programs are developed. Among these values are: recognition of and respect for the unique worth of each individual, respect for individual rights and freedom, and acceptance of concomitant responsibilities and democratic processes as ends as well as means to ends.

The Home as a Learning Center

As a result of the increasing sophistication of communication technology, a new role for the home as learning center is developing. The possibilities of TV as educational medium have barely been tapped. Videodiscs, new developments in telephones, computers, cassette and tape recorders, radio, and newspapers: all have educational possibilites yet to be fully exploited in the interests of education. All can reach learners in home and community settings.

A home learning center may serve to unite families through shared family goals. It may provide the setting for parents to contribute to the education of their children; this idea is gaining a great deal of attention through emerging parenting programs across the country. A home learning center may provide a setting for the continuing education of parents for work roles and for family roles. A special purpose may be served when women who have been confined to the home prepare to return to the world of work. The model of learning parents should not be minimized as one purpose served by home learning activity.

The home as learning center is a concept crying out for research and development. An interdisciplinary approach involving communications and media personnel, social scientists, and home economists is needed. Home economics could provide leadership. Legislation to support essential research and development is recommended.

Education for Home and Family Life for All

Education for home and family life, including consumer education, must be realistic in terms of the real needs of families. It should be based on carefully considered values which give direction and substance. It must accommodate new needs as they arise in response to changing social conditions.

Education for home and family life is education for both sexes and for all stages of the family life cycle, each with its special problems and needs.

For the sake of organized learning of reliable information and the opportunity to explore problems in appropriate depth (depending on the readiness of the learner), such educational programs belong in the school. Related programs and activities must extend into the community and into homes.

The possibilities of the home as a learning center ought to be a major concern of home economics. What we have learned about the importance of the early years in the cognitive development of children underlines this statement.

There should be one Home Economics program in the schools and "outreach". It has several facets, the two major ones concerned with (1) education for individual development and home and family life, including homemaking and consumer education and (2) education for paid employment.

Most of the knowledge and skill needed for homemaking is also needed in related employment areas. There is some research to back up this statement. These commonalities suggest curriculum and program direction for the early years of home economics which ought to be supported through legislation rather than blocked.

All home economics programs should be permeated by concern for underlying values and goals. Problem-solving procedures should be emphasized.

All home economics programs should reflect respect for individuals and families as a basic value. In employment-oriented programs, ethical values related to occupational choice and performance should be included as content.

PART VI

HOME ECONOMICS EDUCATION: BELIEF AND HOPE, REALISTIC EXPECTATIONS, AND ALTERNATIVES

Throughout the foregoing five sections, there is a sturdy thread of belief in the power of home economics to respond to both constant and changing family conditions and needs and to educate individuals for their family roles and responsibilities. The best home economics programs have always been based on the realities of family life. They have been family-focused rather than skill oriented. The number of these "best" programs is growing if one can judge from reports of program content to the U.S. Office of Education. That is, there are increasing numbers of programs giving emphasis to family relationships, child development and guidance, home management, home environment, and consumer problems. Concomitantly, there are fewer programs giving major emphasis to the skills of sewing and cooking, although these are appropriately included in programs to some extent in terms of their contributions to family well-being.

Unfortunately, there are few studies of the impact of home economics programs on individuals and families. Still, it really is not just a case of "fond hope." Most home economics teachers can relate anecdotes which illustrate how home economics instruction has impacted on students and their families.

The author recalls Cornelia, her home economics student for three years in a Midwestern high school. The high school principal and several faculty members stated that it was a triumph of the school, and particularly of the home economics program, that Cornelia became the first member of her family to stay out of trouble with the law, to complete high school, to establish a stable home, and even to become a community leader. Cornelia's home economics program was a comprehensive one with family life as the focus.

She remembers John who came back to visit three years after graduation to say that he and his wife were buying furniture for their first apartment and to express appreciation for the unit of study on the home environment and consumer buying of furnishings and equipment that helped prepare him for his homemaking role. Cornelia and John are but two of the many students recalled by the author when she thinks of students whose lives were affected by their home economics programs.

A former Wisconsin state supervisor of home economics at the postsecondary and adult levels reported that in 1977, 28,826 persons were served by home economics programs.[106] Over 50 percent of these were in depressed areas. Major program emphases were:

1. Consumer education for:
   - welfare recipients
   - low income rural families
   - senior citizens
   - minority groups such as blacks at OIC, Spanish speaking through consortium efforts, Vietnamese, Native Americans through mobile unit, and others
   - new home owners, low income families
2. Parent education for:
   - Head Start parents
   - single parent families
   - low income, disadvantaged parents enrolled in postsecondary programs
   - parents with problems through Family Living discussion group approach, serving 6,000 persons in Milwaukee Area District
3. Nutrition education for:
   - Vietnamese refugees
   - low income families, rural and urban
   - residents of the Spanish speaking community
   - Head Start parents
   - senior citizens

In these programs, linkages with relevant social agencies enhanced program effectiveness. Agencies involved included city and county social service agencies, Family Services, Head Start, public schools, University Extension systems, family court, consumer groups, housing tenant groups, Manpower Training through OIC, GM, and CETA, and prisons.

Christine Nickel, formerly a Wisconsin State Supervisor of Home Economics Education and presently Director, Bureau of Program Accountability, State Board for Vocational-Technical Education, who supplied the foregoing information, shared a number of stories of students who benefitted from these programs.

There was the young mother in Milwaukee, struggling to stay off subsidized income, who attended a nutrition class to learn about diet and shopping at the supermarket. According to the mother, the family is now eating nutritious meals as well as saving money.

An urban area project helped handicapped adults improve buying practices and meal planning and preparation, learn how to use household equipment, select clothing suited to their special needs, and develop home management skills. It also helped these students identify positive personal qualities and build upon them.

Home Economics is a broad and varied program and home economists are sometimes viewed as trying to be all things to all people. Those in the field who have an abiding faith in its goals, ideals, and programs may find it difficult to keep expectations realistic. Objectives in terms of desired and realistic outcomes have not always been specified, and, even less frequently have assessments of student growth, in terms of actual behavioral change, been made. The mandated assessment of home economics should provide invaluable information regarding the effectiveness of the programs and activities of the field along with direction for the future.

To summarize, although there are limited empirical data to support the claims made by home economics advocates, there is an abundance of supportive "soft" information. It is to be hoped that the N.I.E. studies of home economics will supply the kind of information regarding program effectiveness that has been lacking.

Based on her many years of experience in the field of home economics education and such data about programs as are available, the author has concluded that:

- consumer and homemaking education ought to remain in vocational education
- homemaking is an occupation of all persons to some degree and, for some, a full-time career, hence should be treated as a vocational subject
- home economists and consumer and homemaking programs have a humanizing effect on the rest of vocational education, and

- consumer and homemaking education is the most effective delivery system for education concerned with home and family life problems and issues.

What is recommended is the improved management and strengthening of present structures and programs in home economics. There is no need for a complete re-organization at this time. That response is too simple. It gets everyone off the accountability hook. It postpones evaluation because "How can you expect results from a recently restructured program?" As practiced by many agencies, frequent re-organization defers assessment of results or insures that a "day of reckoning" never comes. It makes pinning down responsibility difficult, if not impossible.

After the national assessment of the Consumer and Homemaking Education program has been completed, as a result of findings it is possible that a conclusion may be reached that a reorganization of the program and delivery system for home and family life education or an alternative system is indicated. However, such a conclusion at this time is unwarranted.

Alternatives

Nevertheless, one might speculate about possible alternatives to the present program and delivery system.

1. Assign consumer-homemaking education to general education

One alternative, which some advocate, would involve placing consumer and homemaking education in the general education category while re-assigning the wage earning aspects to vocational education. This would probably mean assigning no federal funds to Consumer and Homemaking Education.

Results would possibly include:

- fragmentation of the Consumer and Homemaking program, with various departments of the school taking on responsibility for relevant aspects. What would be lost would be the integrated approach to family problems that is characteristic of and the "power" of home economics.
- lessened service to disadvantaged, handicapped, and other "special needs" groups since these are more expensive programs which could be eliminated in a dollar crunch.
- a return to more home economics courses based on student interests in skill areas in those schools where more meaningful programs are not well established.

- A loss of the humanizing influence of the program to other areas of vocational education.
- As courses to prevent family problems are reduced in number, an increase in courses and programs designed as "cure."
- An elimination of some wage-earning home economics programs because of loss of the supportive consumer and homemaking aspect.
- Even greater failure to exploit the commonalities of the two program aspects (consumer-homemaking and wage-earning) for the cost-benefit results.
- On the plus side, greater enrollments in the Consumer-Homemaking Education (or similar) classes because of freedom from the stigma of vocational education. (The author does not believe this would be a result, but some would not agree with her.)
- Elimination of the Office of Education and State supervisory roles in the total program and, as a result, loss of some stimulation for program improvement and in-service educational activities.

2. Eliminate the present program and offer home and family life education as a specially funded program through another agency

One possibility that has been suggested is to place home and family life education in the Office of Child Development. The anticipated result would be a narrowed program primarily consisting of parenting skills, child development, and possibly family relationships, along with reduction or elimination of consumer education and education related to the home environment, foods, and clothing. A loss of desirable linkage with other educational programs of O.E. is also likely to result.

Another possibility that has been offered is to place home and family life education in the Department of Agriculture and develop and exploit linkages with USDA Extension programs in family living. Again, this would tend to separate home and family life education in the schools from other educational programs of the schools because of differing administrative arrangements. Linkages between Home Economics programs in the schools and Extension are highly desirable. However, transferring administration at the federal level to the Department of Agriculture would not appear to be the most sound way of achieving such linkage.

3. Fund home and family life education as a home-based program but provide no federal funds for in-school programs

This is a somewhat attractive alternative which would serve to encourage innovation but it is probably ahead of its time. Some funds should be set aside for home-based programs delivered via television, radio, newspapers, computers, etc. But, these should be supplementary and complementary to school-based programs.

Difficulties in achieving access to media for delivery of home and family life education would be a problem in a home-based program. However, on the plus side, this alternative would take into account the changing population (more older persons) and anticipated lower school enrollments.

* * * * *

Doubtless, there are other alternatives to the present programs and delivery systems of Consumer and Homemaking Education. All possible alternatives should be examined.

But, first things first! Let us boldly face up to assessment of the programs which are developing from the '76 Amendments and see just where the field stands before deciding on a major re-direction.

Following is the Consumer and Homemaking part of the Education Amendments of 1976 as the author would like to see it written.

Homemaking and Consumer Education

(Those parts changed in substantive ways are underlined.)

From the sums made available for grants under this subpart pursuant to sections 102 and 103, the Commissioner is authorized to make grants to States to assist them in conducting homemaking and consumer education programs utilizing the established home economics delivery system.

(b.) Grants to States, under this subpart may be used, in accordance with five-year State plans and annual program plans approved pursuant to section 109, solely for (1) educational programs in homemaking and consumer education consisting of instructional programs, services, and activities at all educational levels for the occupation of homemaking including but not limited to family relationships, child development and guidance and parenthood education, home management (including resource management), the home environment, consumer education, foods and nutrition, and clothing and textiles, which (A) encourage participation of both males and females to prepare for combining the roles of homemakers and wage earner; (B) encourage elimination of sex stereotyping in homemaking and consumer education; (C) give emphasis to problem-solving methods which both avoid simplistic prescription and show respect for the learner and his or her family of origin; (D) give greater consideration to social, economic, and cultural conditions and needs as a basis for programmatic decisions; (E) encourage outreach programs and linkages with other agencies in addressing the needs of aged; young children; school-age parents; single parents; handicapped persons; socially, economically, and educationally disadvantaged persons; and those in correctional institutions and group health care facilities; (F) prepare males and females who have entered or are preparing to enter the work of the home; (G) focus on the family and the individual in the context of family and emphasize family relationships, child care and guidance and parenting, home management, and nutrition to meet current societal needs; and (2) ancillary services, activities, and other means of assuring quality in all homemaking and consumer education programs such as teacher training and supervision, curriculum development, research, program evaluation, experimental programs, development of instructional materials, provision of equipment, and State administration and leadership.

(c.) Notwithstanding the provisions contained in section III (a) from a State's allotment determined under section 103 for any fiscal year from the funds appropriated pursuant to section 102 (c), the Commissioner shall pay to each State an amount equal to 50 per centum of the amount expended for the purposes set forth in subsection (b) except that the Commissioner shall pay an amount to each State equal to 90 per centum of the amount used in areas described in subsection (d).

(d.) At least one-third of the Federal funds made available under this section to each State shall be used in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life and child care.

(e.) Additional funds are to be made available under this subpart for the sole purpose of contracting for exploratory educational programs in home and family life, child care and guidance, consumer education, and aspects of home management to be delivered into the home, utilizing the home as learning center, through media of communication such as television, radio, newspapers, and computers. Assessment of program effectiveness will be part of each contracted project.

(f.) All aspects of the Homemaking and Consumer Education program outlined in this subpart will be under the direct supervision of three specialists trained in the field of home economics education who are members of the vocational-technical education staff of the Office of Education.

Recommended funding levels:

Section (b.) $100,000,000 per annum

Section (e.) $ 4,000,000 per
annum

Note: Consideration should be given the possibility of additional special funds for nutrition education at the elementary level.

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